

**THE IMPLEMENTATION OF THE COOPERATIVE LEARNING  
STRATEGY OF *THINK-PAIR-SHARE* (TPS) TECHNIQUE  
TO ENHANCE GRADE XI STUDENTS' READING COMPREHENSION  
AT SMA N 1 PRACIMANTORO IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

Presented as a Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education



**Rizal**

**10202241018**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2014**

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## APPROVAL SHEET

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Approved by the supervisor on 3<sup>rd</sup> July 2014

Supervisor

A handwritten signature in black ink, appearing to read 'Agus', is written over the supervisor's name.

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## RATIFICATION

THE IMPLEMENTATION OF THE COOPERATIVE LEARNING  
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### A THESIS

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READING COMPREHENSION AT SMA N 1  
PRACIMANTORO IN THE ACADEMIC YEAR OF  
2013/2014

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 3 Juli 2014

Penulis



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## MOTTOS

"Getting things done is not always what is most important. There is value in allowing others to learn, even if the task is not accomplished as quickly, efficiently or effectively."

**(R.D. Clyde)**

"To teach is to learn twice."

**(Joseph Joubert)**

"Learning is never done without errors and defeat."

**(Vladimir Lenin)**

## **DEDICATION**

I tenderly dedicate this thesis to my beloved family. A special feeling of gratitude I express to my loving parents and sisters who always give me words of encouragement for tenacity. I also dedicate this thesis to my best friends who have supported me throughout the process. I will always appreciate all they have done.

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Finally, I expect that this thesis will be useful. Any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated realizing that this thesis is far from being perfect.

Yogyakarta, 7<sup>th</sup> July 2014



The Writer



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**ABSTRACT**

The aim of this action research was to enhance the reading comprehension of Grade XI students of SMA N 1 Pracimantoro through the implementation of cooperative learning strategy of think-pair-share type in reading class.

This research was conducted in two cycles. The actions included the cooperative learning strategy of think-pair-share technique which consisted of three main stages, namely *think*, *pair*, and *share*. The participants of this research were the researcher, the English teacher as the collaborator and the students of grade XI IPA2 of SMA N 1 Pracimantoro. The data of this research were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching learning process, interviewing the English teacher and the students, holding discussions with the English teacher as the collaborator, and taking pictures. Meanwhile, the quantitative data were obtained by administering a pre-test and a post-test to see the improvement of the students' reading comprehension. The instruments of this research included observation and interview guidelines, reading comprehension test sheets, a camera, and an audio recorder. The validity of the data was attained by applying democratic validity, dialogic validity, process validity, outcome validity, and catalytic validity. In addition, to make the data trustworthy or reliable, three kinds of triangulation (time triangulation, investigator triangulation, and theoretical triangulation) were used in this research.

The research findings showed that reading comprehension of most students improved after the think-pair-share technique was used in the teaching and learning process. It was indicated by the increase of the mean of students' reading comprehension scores in the pre-test and post-test (5.73 to 7.79). The implementation also resulted in several other improvements. First of all, the technique is believed to change the students' behaviour in the class. It can decrease the level of the students' misbehaviour during teaching and learning process. After that, the technique is believed to improve the students' motivation in joining English lesson. Finally, the interaction among the students and between the students and the teacher improved after the implementation of the group and class discussion.

***Key words:*** *reading, cooperative learning, think-pair-share*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Reading is a kind of crucial activity in an attempt to master a certain language. In line with this notion, Richards and Renandya (2002: 273) state that reading has special spotlight in many second or foreign language learning situations. What causes reading becomes an important activity is that reading enables people to find out information from a variety of texts, to get pleasure, to get jobs, and to deal with some study purposes. Djiwandono (1996: 62) supports this by saying that reading is an important activity and becomes more important in this modern world, where the development in every life aspect occurs very quickly.

Keeping those in mind, reading plays an important role for the success of language learning due to the reason that it belongs to a part of language skills. In reading activities, it does not only require people to read the text, but it also requires them to understand what they are reading. Regarding to the previously statement, Leipzig (2001) argues that reading requires word recognition, comprehension, and fluency. Added to this, Djiwandono (1996: 63) points out that to understand all types of information of a text or passage; it requires not only the reading activity, but also ability to understand or to comprehend the content. Furthermore, he states that without the ability to understand the text content, one

is not able to absorb or comprehend a lot of information quickly, accurately, and easily.

From the explanation above, it can be said that the ability or skill of comprehending a message or content in the text is the main goal of reading in a language instruction. However, comprehending a text message is not like a piece of cake, especially when the language learners try to understand the text written in their second language. It can be seen from the fact that students' reading comprehension is still far from what is being expected. This happens to be case found in the eleventh grade of SMA N 1 Pracimantoro where most students still encountered or faced difficulties dealing with reading texts written in English as their second language.

The unsatisfactory results of the students' reading comprehension regarding English texts in the school may be caused by the several following factors. First of all, the students' mastery of vocabulary could be categorized low. Students tended to not be able to understand the content or the message of texts when they found several new words that were not familiar for them. Second of all, the English teacher did not pay attention to the process of learning but the result of the learning. The teacher more concerned on the students' scores rather than the processes of making students understand.

After that, the reading teaching and learning activities were more teacher-centered in the sense that what the teacher said became the reading instruction, and students were just demanded to answer the questions following the texts without discussing it first with their classmates. Finally, the reading teaching and



learning process was sometimes boring, students were not motivated to do it and sometimes kept silent listening to what the teacher was reading. The students were rarely engaged in cooperative and interesting work. The teacher also still employed a kind of conventional teaching strategy. As a result, the students ended up feeling bored and unmotivated.

Based on the problems mentioned above, it is needed to implement a teaching method or strategy that can solve the problems, that is, a method that can bring students out of boredom, competitive and individual class atmosphere. The method should be more student-centered that can enhance students' reading comprehension.

On top all of these, there are several teaching strategies that can actively engage students in reading activities. One of the strategies is called cooperative learning strategy. Flowers & Ritz (1994) define cooperative learning strategy as a teaching strategy where teams or groups work together to deal with learning tasks. Each member of the group is demanded to have analytical thinking that she or he should give a contribution in doing the tasks. In addition, the students are required to build a good relationship with other members within the groups. Consequently, students learn both academic and social skills from a cooperative learning strategy. In other words, it can be said that cooperative learning strategy actually aims at improving students' academic achievement through a good social relationship with one another in a classroom.

Joubert (1997) describes one of the benefits that can be gained by using cooperative learning method is that it can build interpersonal interaction, where

students act as partners with the teacher and each other. Furthermore, the results of using cooperative learning strategy show that students who have opportunities to improve academic performance, lead to great motivation toward learning, to increase time on task, to improve self-esteem, and to lead to more positive social behaviors (Yahya & Huie, 2006).

From various advantages offered by cooperative learning strategy, this research, therefore, proposes at enhancing the students' reading comprehension by using cooperative learning strategy. Among other cooperative learning strategies, *think-pair-share* is chosen to be applied in the classroom to improve students' reading comprehension. *Think-pair-share* (TPS) is a strategy developed by Lyman *et al.* in 1985 to provide students with "food for thought" on given topics, enabling them to formulate individual ideas and share these ideas with another student.

*Think-pair-share* strategy is chosen based on its several advantages. As stated in Instructional Strategies Online (2004), this strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning. As a cooperative learning strategy, think-pair-share also benefits students in areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

Considering the advantages of think-pair-share strategy, the researcher is interested in applying this strategy to enhance the eleventh grade students' reading

comprehension at SMAN 1 Pracimantoro by conducting Classroom Action Research.

## **B. Identification of the Problem**

The reading comprehension of the eleventh grade students of SMAN 1 Pracimantoro is low because of several factors. The factors are categorized into four, as follows:

### **1. Students' Factors**

Students took a long time to read a text. Many of them tended to translate the text into their first language to understand the message or the content of the text. When they found difficult words, they would give up in reading the text. Several others were not curious about the difficult or new words they found because they knew that later their teacher would translate the words for them. Shortly, students were not enthusiastic and motivated to do reading activity.

Furthermore, students could not apply some reading strategies well because they rarely learnt those reading strategies. It was mentioned before that students translated the text in reading a text. As a result, they only knew the meaning of the words in the text. They did not know the messages of the text. In this situation, students depended on a dictionary and their teacher as their facilitator while they were reading a text. In other words, students lack the reading strategies.

## 2. Teacher's Factor.

The teacher rarely encouraged the students to think about the meanings of some difficult words they found in the learning process. She always asked the students to directly find the meanings of the difficult words in the dictionaries. She also often translated the text for students to help them. The teacher helped students in comprehending the text only by translating the words or sentences. She read the text aloud, and then translated the part which was not clear for students. Then, she asked students to do some tasks. In this kind of situation, the teacher became the centre of the reading activity. Students only listened to what the teacher explained. The teacher did not explain more about the materials if there was no question from students.

## 3. Media's Factors

Media that were used in learning reading were only LKS (*Lembar Kerja Siswa*) or student work sheets. The *LKS* does not provide enough material for students to learn. The *LKS* only offers material at glance, a few examples and it is in black and white so that is not interesting. In addition, students sometimes still did not understand the materials that they got from the *LKS*. Above all, they also needed examples more than that they found in the *LKS*.

## 4. Activities' Factors

The students were never asked about what kinds of activity that they want to do to learn. The reading activities were always the same in each lesson. They were translating activities. Students translated each word of the text to

understand the text, which only allowed students to know the meaning of the words in the text not the message of the text.

Sometimes, a discussion was held, but only some students were active. They were not actively engaged. The English teacher also admitted that only some students were active in the class because the others were not confident enough to take role in the activities. Therefore, the students need an interesting activity that can help them to read a text comprehensibly in which it also should encourage students to interact and to be involved in the teaching and learning processes.

### **C. Limitation of the Problem**

Based on the background and the identification of the problem that have been described above, this research was focused on students' reading activities. This limitation of the problem aimed to clarify the research conducted in order to obtain more focused research results as well as good interpretation of the results. The research was focused on the implementation of cooperative learning strategy of *think—pair—share* type to enhance the students' reading comprehension toward *Hortatory Exposition* texts at Grade XI IPA 2, SMA N 1 Pracimantoro.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the problem that was solved is as follows: How can the reading comprehension of the Grade XI

students of SMAN 1 Pracimantoro be enhanced by using cooperative learning strategy of *Think—Pair—Share* type?

#### **E. Research Objective**

This research aimed at enhancing or improving the reading comprehension of Grade XI students of SMAN 1 Pracimantoro through the implementation of cooperative learning strategy of *think—pair—share* type in the reading class.

#### **F. Significance of the Research**

It is expected that the results of this research will be useful and bring some benefits to everybody, including the education community, public and society, whether it is or theoretically and practically. The specifications of the significances of this research as follows:

##### **1. Theoretical Significance**

The result of this study will inform others about the improvement of students' reading comprehension after being taught using cooperative learning strategy of *think—pair—share* type. This information also will be useful for those who want to do research on the same subject in the future.

## 2. Practical Significance

### a. For the Researcher

This research is expected to be able to be used as an exercise in conducting research, and to enrich the researcher's insight and knowledge regarding the appropriate learning activities and methods.

### b. For the School

The results of this study are expected to be beneficial as the input and model in the implementation of English reading activities. Besides, the results are expected to be consideration of the school in determining policies regarding the learning process, including curriculum, and facilities.

### c. For Teachers

This study may provide a solution to the problems related to students' reading comprehension. This is because basically this study is a way of handling the problems faced by the teachers in the learning process.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

In the previous chapter, it was mentioned the purpose of this study was to improve the reading comprehension of Grade XI students of SMAN 1 Pracimantoro through the implementation of *think-pair-share* technique in the reading class. Hence, in this chapter, the researcher discusses some related theories on reading comprehension; Cooperative Learning, and *think-pair-share* (TPS) that supported this study.

##### **1. Reading Comprehension**

There are some relevant theories were presented in the following sections related to the reading comprehension. The theories were about the definition of reading comprehension, the process of reading comprehension, types of reading comprehension, strategies in reading comprehension, teaching reading, principles in teaching reading comprehension, assessing reading comprehension, and the problems of reading comprehension. The discussions are as follows.

##### **a. Definition of Reading Comprehension**

Reading is an activity done toward written or print texts. This activity involves decoding and interpreting the language to get the meaning. Urquhart and Weir in Grabe (2009: 14) support the statements above by stating that reading is the process of receiving and interpreting information encoded in



language via the medium of print. Added to the definitions stated previously, Berardo (2006: 60) says that reading has different meaning, for some people reading is recognizing written words, while for others it is an opportunity to teach their pronunciation and to practice speaking. Based on those definitions, it can be concluded that reading may have different definition for each reader. It depends on the reader's aim in doing such kind of activity.

Then, comprehension is the main goal of reading activity (Bos and Vaughn, 2009: 312). By comprehending certain texts, people may get information of them. Koda in Grabe (2009: 14) states that comprehension is the process when readers dig and relate information of the text with what they already have known. In addition, Mikulecky and Jeffries (2007: 74) define comprehension is not only interpreting and understanding words but also relate the idea of the text with readers' knowledge.

By understanding each definition of reading and comprehension, it can be summarized that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that readers have known.

### **b. The Process of Reading Comprehension**

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008: 7). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text.

Grabe (2009:14) has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process of reading comprehension based on the order how the readers decode the language can be divided into three categories; bottom-up, top-down and interactive reading (Goodman in Brown, 2001: 298). In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text. Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text

and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

### **c. Types of Reading Comprehension**

One important activity to do when someone wants to comprehend certain texts is activating background knowledge. It is the same as what is previously stated that reading comprehension involves the process of integrating and relating the information of the text to readers' background knowledge. Bos and Vaugh (2009: 314) mention three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. The first type belongs to what is textually explicit. In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply.

The second type belongs to what textual implicit is. In this reading type, readers need to make use of their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text.

The last type belongs to what scripturally implicit is. When readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend the text.

In addition to the notion above, Brown (2001: 312) mentions two types of reading comprehension based on the reading performance. The first category includes silent and oral reading. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading. The next category includes intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read using extensive reading when they are reading for pleasure.

Those types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. Therefore students have various ways of reading. In this case, the teacher should not teach students the theories of reading type. The teacher can only guide the reading activity using the reading type.

#### **d. Strategies in Reading Comprehension**

Actually, students read a text to comprehend it, not to know the meaning of each vocabulary which they find in the text. It of course wastes

students' time, when they have to find the meaning of each word. Students need reading strategies in reading the text. In reading, readers should know and master the strategies to read comprehensively. Janzen in Richards and Renandya (2002: 287) defines reading strategy as plans for solving problems encountered in constructing meaning. It means that reading strategy is a device which can help readers in catching the meaning of the text. Here are some reading strategies which are asserted by Brown (2001: 306).

- 1) Identifying the purpose of reading.
- 2) Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).
- 3) Skimming the text for main ideas.
- 4) Scanning the text for specific information.
- 5) Guessing when you are not certain.
- 6) Analyzing vocabulary.
- 7) Distinguishing between literal and implied meanings.
- 8) Capitalizing on discourse makers to process relationships.

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the technique will suitable for all students' ability. However, students can master all of those strategies if they often practice them.

#### **e. Teaching Reading Comprehension**

Brown (2000: 7) says that the teaching is an activity to explain, demonstrate, and illustrate something to someone to make them understand. In

teaching reading comprehension, the teacher should help students to read the text comprehensively by showing and modeling how to read comprehensively to them. The teacher should know the activity that will help students in learning reading comprehension. Graves, Calfee, and Juel in Klinger, Vaughn and Alison (2007: 104) suggest the following activities prior to reading:

(1) set a purpose for reading, (2) motivate students to read, (3) pre-teach key vocabulary and concept, (4) link students' background knowledge and experiences with the reading, (5) relate the reading to students' lives (making connections), (6) build students' knowledge of the text features.

Those activities above are some activities which can be done before reading activity. The teacher should guide students to do those activities. Besides that, the teacher also needs some guidelines to teach and improve reading comprehension. Furthermore, the teacher needs to make a plan and a preparation before teaching reading. The teacher should know what he wants to do in the class and what he wants to teach to the students. Mastropieri and Scruggs in Klinger, Vaughn and Alison (2007: 124) say the teacher who wants to improve his students' reading comprehension should do the following activities.

1. Teach strategies that have been documented as effective in promoting reading comprehension.
2. Design instruction based on effective principles of direct instruction and strategy instruction.
3. Provide modeling, support, guided instruction, practice, attributional feedback, and opportunities to practice across text types.
4. Monitor students' progress and make adjustments accordingly.

Those are what the teacher should do when he/she wants to teach reading comprehension. It will help both the students and the teacher in improving students' reading comprehension. In conclusion, it is important for the teacher to prepare both himself and students before learning.

#### **f. Principles in Teaching Reading Comprehension**

There are some principles that should be considered by teachers when they want to teach reading comprehension to the students. The principles will become a guide for the teacher in teaching reading. Among others, Harmer (2001: 70) mentions six principles of teaching reading, as follows:

(1) reading is not a passive skill, (2) students need to be engaged with what they are reading, (3) students should be encouraged to respond to the content of a reading text, not just to the language (4) prediction is a major factor in reading, (5) match the task to the topic, (6) good teachers exploit reading texts to the full

Those are principles of teaching reading comprehension which must be regarded as the teacher's principle in teaching reading. In addition, Williams in Nation (2009: 6) also declares some principle of teaching reading, they are meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Those principles are used as the direction for the teacher. The teacher should know what the students need to learn and not. In addition, he also has to know the core of teaching reading and how teaching reading should be.

In conclusion, the teacher should understand what reading is and should be careful in deciding the teaching method, the text, the material, and the activity when he designs the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved.

#### **g. Assessing Reading Comprehension**

To see whether the students do make progress in reading comprehension or not, an assessment should be done. Here, assessment is different from testing. Testing is prepared administrative procedure whereas assessment is not. As Brown (2004: 4) states, assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students during the learning process and after the learning process. Moreover, Caldwell (2008: 15) says "Assessment and instruction can happen at the same time." It can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comment, and ask questions.

According to Brown (2004: 5), assessment is divided into two types. The first type is informal assessment. It is done by the teacher without designing the assessment first. The form of this assessment is incidental, unplanned comment or responses or impromptu feedback to the students like "Good job", "Great", and "Well-done". Moreover, this kind of assessment can be done by commenting on students' paper, and correcting students' pronunciation. The



second type is formal assessment. It is in the opposite of informal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students' competence, for example quizzes, assignments, and examinations. Nevertheless, formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government.

Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his/her students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000: 206-232), as follows:

1. Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

2. The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

3. Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for

students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

#### 4. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

#### 5. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

#### 6. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

#### 7. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use for example two reading assessments to assess students' competence of one reading text. Those reading assessments can be used to measure the students' competence in the form of score.

### **h. The Problem of Reading Comprehension**

There are some problems related to students' reading comprehension. According to Westwood (2008: 31), some students who can read the words of the text may still face difficulties in understanding the text they read. Besides, there are some problems that students face when they practice reading comprehension. As stated by Duke (2003: 11), problems relating to reading comprehension are as follows.

(1) students lack reading strategies, (2) students lack relevant prior knowledge, (3) students fail to apply relevant prior knowledge, (4) students lack of reading engagement.

Those are students' problems that deal with their intelligence and their motivation. In addition, there are students' problems of reading comprehension that do not relate to the students themselves, that is, students' environment. Here, the social environment also influences on students' reading comprehension. The middle-class families usually provide their children tutoring out of class at school. In this case, parents facilitate their children with facilities like books and technology like computers, and internet access which can help and support students to improve their reading comprehension. Meanwhile, the low-class families can only provide their children tutoring at school. They also cannot provide many kinds of facilities to support their children's learning. Grabe in Richards and Renandya (2002: 280) says, "The social context of students' home environment strongly influences reading development; in particular social

class differences do appear to have an indirect effect on reading development.”

As the conclusion, it can be said that problems of reading comprehension come not only from students’ intelligence, but also from students’ motivation and students’ environment. Therefore, it is not true that students’ intelligence is the main problem of students with low level of reading comprehension. Social environment also influences the problem of students’ reading comprehension, because social environment is a place where the students grow where they can also learn.

## **2. Cooperative Learning Method**

### **a. Definition of Cooperative Learning Method**

Cooperative Learning is one of the application of the constructivist theory. This kind of learning comes from the concept that students can easily find and understand difficult concepts if they discuss them with their classmates. Students regularly work in groups to help each other solve complex problems. Thus, the social nature and the use of peer groups are the main aspects of the cooperative learning (Trianto, 2013: 56). The main idea of cooperative learning is that students working together to learn actively and to take responsibility toward the progress of their group members’ learning process; cooperative learning here emphasizes more on the goals achievement and success of the group (Slavin in Trianto, 2013: 57).

In addition, cooperative learning is a teaching method using a system of group/ small teams of two or more students who have heterogeneous background of academic ability, gender, race, or ethnicity. This kind of method has two major components, the cooperative tasks components and cooperative incentive structure components. Cooperative tasks relate to the things that cause members to work together in groups to complete the tasks, while the incentive structure is something motivating individuals to work together to achieve group goals (Sanjaya, 2009: 240-241).

Furthermore, according to Suprijono (2012: 54), the cooperative learning is a broader concept covering all types of group work, including forms of higher led or directed by teachers. Meanwhile, according to Lie (2008: 29), cooperative learning is a teaching method that encourages students to learn and work in small groups with a positive element of reliance, individual responsibility, face-to-face communication among members, and group evaluation.

On top all of these, Eggen & Kauchak in Trianto (2013: 58) explain that cooperative learning is a teaching strategy that involves a group of students to work collaboratively to achieve particular goals. Cooperative learning is arranged in an attempt to improve the activeness and participation level of students, facilitate students with experience as well as give students the opportunity to interact with students from different backgrounds.

Based on some definitions above, it can be concluded that the essence of cooperative learning is to increase the activity and performance of students in the

academic field and help students understand difficult concepts and help students think critically.

### **b. Principles of the Cooperative Learning Method**

According to Johnson & Johnson and Sutton in Trianto (2013: 60), there are five important elements in cooperative learning including:

- 1) There is a positive interdependence among students. Using cooperative learning method, students feel that they work together to achieve one goal and tied to each other. Students will not be successful in the learning process unless all members of their group are also successful. Students will feel that they are parts of the group who also have contributed to the success of the group.
- 2) Interaction level among students is increasing. Cooperative learning will increase interaction level among students. This happens because a student will help other students to succeed as members of the group. Mutual assistance will occur naturally because the failure of a person in the group will affect the success of the whole group. Interactions that occur in a cooperative learning are in terms of the exchange of ideas on issues that are learned together.
- 3) Individual Accountability is exposed. Individual accountability in group work may be the students' responsibility in terms of:

- a) helping students who need assistance.
  - b) participating actively in the group work processes.
- 4) Interpersonal skills and small groups are exposed. In cooperative learning, besides they are required to learn the given materials, students are also required to learn how to interact with other students in the group, and how they should perform in conveying ideas and opinions in the group.

In fact, the cooperative learning will not take place without the group process. Group process occurs when group members discuss how they will achieve goals well and make good relationships among members. The idea above is in accordance with Sanjaya (2009: 244-255) in that she mentions the implementation of cooperative learning should include four basic principles, namely:

- 1) *Positive Interdependence Principles*. In group learning process, the success of a group in completing a given task depends on the contribution of the group members. Therefore, the success of a group is determined by the performance of each member of the group so that all members will feel interdependence. The atmosphere of mutual dependence can be created through a variety of strategies, namely:
  - a) The mutual interdependence in achieving goals, in which each student feels that he/she needs each other in order to achieve the learning objectives.

- b) The mutual interdependence between learners in groups to complete the learning tasks.
  - c) The mutual interdependence of materials or learning resources.
  - d) The mutual interdependence of roles, which requires learners to help each other in the learning process.
  - e) The mutual interdependence of rewards, which are awarded to the group based on the group's work instead of the work of an individual.
- 2) *Individual Accountability Principles.* This principle is a consequence of the first principle. The success of the group depends on each of its members. Therefore, each member of the group should have responsibility in accordance with his duties. Each member must provide the best for the success of the group. To achieve this, teachers need to provide an assessment of the individual and the group.
- 3) *Face to Face Promotion Interaction Principles.* Cooperative learning gives opportunity to every member of the group to come face to face with and give information to each other. Face-to-face interactions will provide valuable experience for every member of the group to work together, respect each difference, make use of each member's advantage, and take up the slack of each member.
- 4) *Participation Communication Principles.* The cooperative learning trains the students to be able to actively participate and communicate. These two



abilities are very important as a stepping-stone to the future of life in the community.

### **c. Cooperative Learning Procedure**

There are several procedures to follow in conducting the cooperative learning method. Here, Sanjaya (2009: 246-247) describes that the procedure of cooperative learning in principle consists of four stages, namely:

#### **1) Material Explanation**

This is the process of delivering the main points of the subject matter before the students learn in groups. It aims at making the students understand the subject matter. In this stage, the teacher may use some learning methods, such as lecturing, brainstorming, and even questioning. Or, they can use instructional media to attract the attention of the learners in the process of delivering the materials.

#### **2) Learning in Groups**

After the teacher explains the subject matter, the students are asked to learn in groups which had previously formed heterogeneously. In terms of academic ability, a group usually consists of a student with higher academic skills, two students with moderate skills, and a student with lower academic skills.

### 3) Assessment

The assessment process can be done through conducting tests or quizzes that can be performed by students individually or in groups. Individual test results will provide information capabilities of each learner and group test results will provide information on the ability of each group. The final score of each learner is the merging the two scores.

### 4) Team Recognition

This is the determination of the team that is considered the most prominent or most accomplished team to then be given an award or prize. Recognition and awards are expected to be able to motivate the team to continue to excel and also motivating other teams to be able to improve their performance.

## **d. Cooperative Learning Objectives**

Basically, the main idea of the cooperative learning is students working together to learn and be responsible for his learning progress. Johnson & Johnson in Trianto (2013: 57) states that the main goal of cooperative learning is to maximize the students' learning process in order to improve their academic achievement and understanding, both individually and collaboratively. Cooperative learning is a learning model that was made in order to improve the level of students' activeness and participation, give students the chance to interact with other students, learn along with students with different backgrounds, and provide experiences regarding the attitudes of leadership and decision-making.

### **e. Advantages and Weaknesses of Cooperative Learning**

Like other learning methods, the cooperative learning method has some advantages and weaknesses. Sanjaya (2009: 249-251) describes the advantages and disadvantages of cooperative learning. Advantages of cooperative learning as a strategy are as follows:

- 1) Through the cooperative learning method, the students do not depend much on the teacher, but they can increase the confidence in their own ability to think, find information from a variety of sources, and learn from other students.
- 2) The cooperative learning method may develop the ability to express ideas verbally and compare them to others' ideas.
- 3) The cooperative learning can help learners to care for others, be aware of their own limited capabilities, and accept all the differences.
- 4) The cooperative learning can help empower all the learners to take more responsibility in learning process.
- 5) Cooperative learning is a strategy that is powerful enough to improve academic achievement as well as social skills, including developing their self-esteem, positive interpersonal relationships, time management skills, and positive attitude toward schools.
- 6) The cooperative learning may develop the ability of learners to test their own ideas and understanding.

- 7) The cooperative learning can enhance students' ability to use information and the ability to learn abstract becomes real.
- 8) The interaction that takes place during the cooperative learning process can improve students' motivation.

In addition to some of the advantages mentioned above, cooperative learning also has some disadvantages, as follows:

- 1) It takes a long time to grasp and understand the philosophy of cooperative learning. For learners who have excess will likely feel hampered by learners who lacked ability as a group.
- 2) In the absence of an effective peer teaching, if it is compared to the direct teaching of teachers, the learning process done by cooperative learning method cannot achieve what should be studied and understood by the learners.
- 3) The assessment given to the students in cooperative learning is based on the results group work, but it should be noted that the actually expected outcomes is the performance of each individual.
- 4) The success of cooperative learning in an attempt to develop group awareness requires a relatively long time, so it is unlikely to be achieved in one or two times of the implementation of this strategy.
- 5) The cooperative learning emphasizes more on the ability to work together, but students should also build their own self-confidence. To achieve both of these in a cooperative learning is considered difficult.

### 3. Think-Pair-Share Technique

#### a. Definition of Think-pair-share

The think-pair-share technique can be defined as a cooperative learning technique that encourages individual participation and it is applicable across all grade levels and class sizes. Think-pair-share is a relatively low-risk and short cooperative learning technique, and is ideally suited for instructors and students who are new to cooperative learning. Defined by Ledlow (2001), “Think-pair-share is a low-risk strategy to get many students actively involved in classes of any size”. Ledlow (2001) also declared that think-pair-share (TPS) technique in education is also about:

- 1) *Think*: Students think independently about the question that has been posed, forming ideas of their own.
- 2) *Pair*: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- 3) *Share*: Each student pair shares their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Therefore, based on the explanation above, it can be summarized that think-pair-share technique is a cooperative learning strategy involving three stages of learning which are *think* that requires the students to think, *pair* that requires the students to make a group of two or pair with their classmates and discuss with

them, and *share* that requires the students to share their own and their pair ideas to the whole class.

#### **b. The Importance of the Think-pair-share**

Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley: 1992). The think-pair-share strategy increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas.

In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. Additional benefits of using the think-pair-share technique include the positive changes in students' self-esteem that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the *pair* step of the technique ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the strategy may appear to be time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations.

Above of all, it can be concluded from Bell (1998) that the benefits gained from TPS technique are:

- 1) It is quick since it does not take much preparation time.
- 2) The personal interaction motivates many students with little intrinsic interest in the subject taken.
- 3) Multiple kinds and levels of questions can be asked.
- 4) It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- 5) Teachers can assess students' understanding by listening to several groups during the activity, and by collecting responses at the end.
- 6) Teachers can do think-pair-share activities once or several times during a given class period.

Seeing the idea above, this kind of technique is suitable to be implemented in the teaching and learning process since it has many benefits either for both teachers and students.

### **c. The Implementation of the Think-pair-share**

The think-pair-share technique is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts. However, to be effective, students must consider a question or issue (Bell: 1998). As students consider the question or issue, they should derive some benefit from thinking about it further with pairs, such as when there are multiple correct answers to a

question. On the other hand, providing students with questions that have only one correct response, such as, “What is  $1 + 1$ ?” soon becomes tedious to students, as there is not much to share with partners or the whole class.

The *think* step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question. Some teachers find it helpful to set a time limit for the *think* and *pair* steps of the technique. If teachers choose to do this, they have to be sure to give students an idea of how much time they will have. They also have to remember to allow sufficient time during the *pair* step to allow both students to talk about their thoughts.

In the *share* step of the technique, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on a LCD or on a graphic organizer for future discussions. Another variation is to stop after the *pair* step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

Modifying what has been explained above, in the first stage, *think*, the researcher poses some questions related to the reading texts to be thought of the answers by the students individually. In the second stage, the researcher groups the students into several pairs. The researcher may choose the partners of the



students or the students may choose their own partners. In this stage, the students discuss about their ideas related to the questions given with their pairs. In the last stage, *share*, the researcher asks the pairs of the students randomly to come in front of the class to share the result of their discussion with their pairs. After that, there will be a whole class discussion in which all the audiences may give their own ideas.

#### **d. The Ways to Stretch Students' Thinking while Using TPS**

Think-pair-share technique often stretches students' thinking merely by its implementation. Some students consider it a challenge to articulate their thoughts to another person. However, once students become comfortable with this aspect, there are ways to expand the strategy's reach.

One way to is to be sure that students have opportunities to pair with a variety of partners. Pairing students who sit closest to each other is convenient but doesn't provide the same intellectual or social challenge as accommodating the learning and discussion styles of a variety of classmates.

Another method for varying the strategy is to allow two *pair* steps before proceeding to *share*. Students can either participate in two consecutive pairings or can pair with one student and then the first pair can be grouped with another pair to discuss their thoughts before joining a whole-class discussion. This double-pair method is particularly helpful if the teacher has a very large class or is dealing with an especially complex question.

### e. The Scopes of Think-pair-share Technique

Think-pair-share technique is suitable for teaching and learning process of several subjects. Bell (1998) suggests that this kind of technique will work well in the following teaching and learning process:

#### 1. Reading

Think-pair-share technique can be used to enhance discussions about [specific information included in the written texts](#).

#### 2. Writing

Think-pair-share technique can help students learn about [the writing process](#). Students who are asked to choose a topic of their own to write about often become stuck. Teachers can make this process easier by asking early in the year, "Where do story ideas come from?" As students think about the question and discuss their ideas with a partner and then as a class, they usually come up with a long and valuable list of ideas that can take them through an entire year's worth of writing.

#### 3. Social Studies

[Social studies](#) content provides many opportunities to implement this strategy, especially when introducing new topics. Teachers can use the think-pair-share technique by asking a question such as, "What do you already know about the [Revolutionary War](#)?"

#### 4. Science

As students are conducting [experiments](#), the think-pair-share technique can be

a way for them to [form hypotheses](#) or to discuss their interpretations of a given experiment. For instance, before an [experiment on density](#), students might be asked to use the think-pair-share strategy when deciding which of a given set of items will float when placed in a tub of water.

## **B. Review of Related Studies**

There are some studies that also making use *think-pair-share* (TPS) in improving students' reading comprehension. Two of them are reviewed as follows. The first related study is conducted by Eko Abdurrahman. The research aimed at improving reading comprehension skill on *News Item* text through of the tenth grade students of SMK LKIA Pontianak in academic year 2012/ 2013 using think-pair-share. In order to achieve the students' improvement, action research was conducted in four cycles. During the action it was found that the students mean score improved from one cycle to another. The mean score of students' reading comprehension in the first cycle was 41.2; the second cycle was 45; the third cycle was 63.5; and the fourth cycle was 68. Those four mean scores had proven that think-pair-share succeeded to improve the students' reading ability on *News Text* item.

The second related study was conducted by Andik in 2013. This research was aimed at examining how TPS technique can improve reading comprehension at the tenth grade of MA Miftahul Ulum Karangduring, Karangpenang, Sampang. The researcher implemented Classroom Action Research (CAR) in order to improve

students' reading comprehension by using TPS (think-pair-share) technique. The subjects of the study were the students of the XD class consisting of 47 students. This study was carried out in some steps; planning, action, observation, and reflection. The research was conducted in one cycle that consisted of three meetings. The findings of this research disclosed that the TPS (think-pair-share) technique could improve students' reading comprehension. It was proven by the mean score of the students' reading comprehension, which increased from 65.85 to 90. Based on the results of this research, it can be concluded that the technique improved the students' comprehension at the tenth grade of MA Miftahul Ulum Karangduring, Karangpenang, Sampang successfully.

### **C. Conceptual Framework**

Learning English involved four skills. Those are listening, speaking, reading, and writing. Listening and reading are the receptive skills, while speaking and writing are the productive skills. The receptive skill was taught first, before the productive one. As a part of receptive skills, reading was one skill that was very important for the students. Based on the government regulation, language education should develop language competence with special emphasis on reading and writing according to the literacy level set up for every level of education.

Based on the observation conducted before, the researcher found the following problems. The first problem was the teacher used teacher-centered method. It means that the teacher was more active than the students. She kept

explaining the lesson in the front of the class. In fact, the current curriculum needs the teacher to give many alternative strategies to make the students more active than the teacher. Then, the second problem was that the students had low motivation to understand the reading text. It made the quality or reading English performance of the students was not satisfactory. The last problem was based on the test, the students' mean score in reading comprehension was low.

The researcher was interested in using TPS (think-pair-share) technique as an alternative strategy. The creator of this strategy was Frank Lyman in 1985. According to Ledlow (2001), there are three steps of this strategy as follows: the first is *think*. The teacher provokes the students' thinking with a question, prompt, or observation. The students should take a few moments just to think about the question. The second is *pair*. It involves the students in partner. It can be a desk mate or randomly. They compare their mental or write notes and identify the answer they think are best, most convincing, or most unique. The last is *share*. After the students discuss their reason in pairs for a few moments, the teacher then calls for pairs to share their idea with the students in the class. This can be done in round robin fashion, calling on each pair randomly, or taking answer as they are called out (or as hands and raise). Often the teacher or a designated helper will record these responses on the board or a LCD.

From statement above about TPS method, it is kind of cooperative learning. The students share and discuss with their partner and group. The more students discuss the easier to students to learn. In this case, the language teaching method will

be considered to emphasize the knowledge thought and share, and learners will express their willingness through pair interaction with their pair and friend in the real situation. The importance of this strategy is that the learning in community is more efficient than learning individually. It is important in reading understanding that students can share their idea about the text because reading consists of many words. Therefore, the researcher will give new strategy to help the teacher of English subject to be applied. This statement above became the reason why the researcher wants to conduct this research.

#### **D. Research Hypothesis**

Based on the literature review and the conceptual framework, the hypothesis of this research can be formulated as follows: The implementation of cooperative learning strategy of think-pair-share technique can enhance reading comprehension of the students of grade XI, SMAN 1 Pracimantoro.

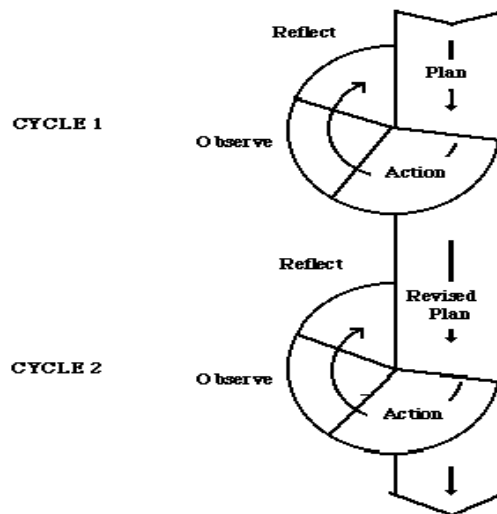
## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

This research is categorized as classroom action research. Kusumah (2012: 9) explains that classroom action research is research conducted by teachers in their own classes by a way of planning, implementing, and reflecting actions collaboratively with the aim of improving their performance as teachers, so that the students' learning outcomes can be improved. In this research, the researcher and the teacher of the subject collaboratively carry out the research at least in two cycles. Furthermore, Kusumah (2012: 9) explains that the ideal classroom action research is one that is carried out in pairs between the ones who perform the actions and the ones who observe the ongoing process of the implementation of the actions. The ideal research results are valid findings which do not contain any subjectivity.

The procedure used in this research is action research of Kemmis and Taggart model; this model is the development of the basic concepts introduced by Kurt Lewin. Kemmis and Taggart model include eight stages of action. Those are the first planning, first action, first observation, first reflection, revision against first planning, second action, second observation and second reflection. Here is the spiral chart of the Kemmis and Taggart model described by Kemmis and Taggart in Burns (2010: 9):



**Figure 1: Classroom Action Research Process of the Kemmis and Taggart Model**

## **B. The Research Subject**

This study involved the eleventh grade (Grade XI IPA 2) students at SMA N 1 Pracimantoro. The choice of this class was based on the teacher's information that the students of the class were the weakest learners in terms of their reading comprehension ability (as indicated by the average of the middle semester test reading score). Further information was from English teacher's monitoring on students' reading ability in daily activities in the class.

## **C. Research Setting**

This research was conducted at SMA N 1 Pracimantoro. It was carried out in the second semester of 2013/ 2014 academic year (February—April 2014) at SMA N



1 Pracimantoro. It was conducted in the second semester because the materials that were used in the actions were included in the second semester.

#### **D. Object or Focus of the Research**

The research focused on the reading comprehension ability of Grade XI IPA 2 students of SMA N 1 Pracimantoro. The reason behind this was that many students still encountered many difficulties in comprehending certain texts. Reading activities become so crucial for them that students' reading comprehension will be tested in the final examination in the end of their study.

#### **E. Research Procedure**

This research belongs to classroom action research which has several sequenced procedures. According to Burns (2010: 8), there are four procedures in doing this kind of research. Those are planning, action, observation, and reflection. The more detailed explanations are as follows.

##### **1. Planning**

In this first stage, the researcher tried to find some problems those the students actually encountered related to their reading comprehension. The researcher used observation and interview to draw the problems those students faced when they were having reading activities. After making a draw of their problems, the researcher designed lesson plans using think-pair-share (TPS). The researcher planned and prepared what text that would be used, how to

manage students, how long this treatment would take, and what properties that would be needed. The researcher also consulted to English teacher in that school about the preparation that would be done by the researcher.

## 2. Action

In the stage of action, the researcher taught the students with the language skill of reading by using TPS. The kind of the text was chosen based on the SK/KD (Standard of Competence and Basic Competency) in that semester. The researcher used *Hortatory Exposition* texts as the main materials. The researcher used some lesson plans which had been prepared in the previous stage and which include think-pair-share stages. The first step was the teacher posed a question or an issue that related to the lesson then asked students to spend a minute to think individually about the answer or the issue. It was thinking time.

The second step was the teacher asked students to pair off and discuss what they have been thinking about. In this time, the students could give opinion each other about the answer to their pair. The aim was every pair looked for the correct answer trough comparing their idea. The researcher allowed no more than four or five minutes for pairing. The final step was the teacher asked the pairs to share what they have been talking about with the whole class. The researcher called the pairs to present their idea in the front of the class randomly.

### 3. Observation

Observation that was done in this step was about to observe students' reading process during the teaching learning process in the previous stage. The researcher paid attention on how students' attitude toward TPS, and what problems that would emerge during the action. The researcher and collaborator made field-notes to collect the data of observation. The researcher interviewed students, the English teacher as collaborator to make a reflection dealing with the teaching learning process. It might cross check the information of observation also. The researcher also made pictures to document the teaching learning process that would be used to reflect the action.

### 4. Reflection

In this final step, the researcher reflected, evaluated and described the effect of TPS on students' reading comprehension. The researcher read field-note data, and then drew a conclusion of the data. After that, the researcher discussed it with the English teacher or collaborator to make a conclusion and a reflection. The researcher also looked at the picture data to see students' behavior in the class. It was used to conclude what students' attitude with regard to the action based on those data. The researcher also made a conclusion of students' reflection to see students' responses to the treatment.

Based on the finding of the data that was made in the observation, the researcher and the English teacher or a collaborator made a conclusion and an evaluation on how TPS improves students' reading comprehension. It will show whether students' reading comprehension improved after having the treatment, what the weakness of the action, and what will be needed to do more to improve of the action. The reflection stage will help the researcher and the English teacher or collaborator to plan the next planning in the next cycle.

#### **F. Data and Research Instrument**

Data of the research were in the form of field notes, photos, interview transcripts, and reading comprehension scores (obtained from the pre-test and post-test). The instruments of the research were in the form of observation sheets, a camera, a recorder, interview guides (in-depth interview), and reading comprehension tests (a pre-test and a post-test).

#### **G. Data Collection Technique**

Information about the teaching learning process before the implementation of action research was collected by observing the teacher's teaching simulation and interviewing the teacher and students. The observation and interview were done to know the situation of the teaching learning process and some problems related to the students' reading comprehension.

The items which has been observed were about; how the teacher delivered, explained, and gave examples of the text; how the teacher helped students to comprehend the text; how the teacher encouraged students' motivation; how the teacher guided students' activity; how the teacher monitored students' activity; how the teacher gave feedback to the students; how the teacher evaluated the learning activity. The observation items also included students' behaviour in the class. They were about how students behave when the teacher explained the material, checked students' understanding, guided students' activity, and evaluated the activity, and how students behave when they worked with a text.

The interview items for interviewing the teacher included students' ability of reading comprehension, students' weakness in reading comprehension, and students' activity in reading class. Meanwhile, interview items for interviewing students included instudents' experience of reading texts written in English, students' difficulties in reading English texts, and students' activities in reading class.

Information about the teaching learning process after the implementation of action research was collected by observing the teacher's teaching simulation and interviewing students and the teacher. The Observation was done to know how action research was conducted. The observation items included whether the teacher activated students' background knowledge; the teacher taught using TPS teaching procedure; the teacher demonstrated how to use reading strategies of

TPS; the teacher guided students in discussion; the teacher gave feedback; the teacher evaluated the activity. It was also involved in students behavior, like; would the students be interested in discussion; whether students confident in doing discussion; whether students were enthusiastic in applying the reading strategies of TPS; would the students respond when the teacher asks about their difficulties.

The interview was given to the students to know their impression or response on the action research conducted. The items asked were about students' opinion of TPS implementation, students' opinion of applying reading strategies of TPS, students' opinion of having discussion, students' opinion about their confidence when they were applying reading strategies of TPS, and students' opinion about their confidence when they were having discussion. The interview also was provided for the teacher. The interview items were about how the teacher's impression about the implementation, the teacher opinion about the shortage of the implementation, and the teacher's suggestion for the next implementation.

The reading comprehension scores were obtained by administering the pre-test and post-test. The tests were in the form of multiple choice questions. The items were based on the microskills and macroskills of reading comprehension and standard of competence and basic competency of senior high school. The tests were about students' ability in finding the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar lexical items, making

inferences, identifying references, critical reading, identifying communicative function of the text, identifying generic structure of the text, identifying determiner, identifying conjunction, and recognizing grammatical word classes (verb). The results of the scores of pre-test and post-test were used to see the improvement of students' reading comprehension after they were given the treatment.

Before the pre-test was done, it was done try out to the questions test to find out the validity of the test item. After having the result of the try out, the researcher analyzed the result by using ITEMAN 3.00 program. After getting the result of ITEMAN, the result was judged by the Fernandez theory. The judgment was made on the item difficulty, discrimination index and the distracter of each item. The result showed that some of the items were invalid. They were invalid because their proportional correct was more than 0.75 or their discrimination index was less than 0.3. There were also some items which needed to revise. They were needed to be revised because their proportional endorsing was less than 0.05. However, most of the items were valid. The researcher took the valid items to the test. He also revised the items that were needed to revise and included them in the test items. However, some items which were invalid were also used in the test, because the items were essential for reading comprehension test. Therefore, the researcher revised them also. Moreover, he also made some new items. Finally there were 30 items for pre-test. For the post-test, the researcher took some items from the pre-test items and made some new items. There were also 30 items for post-test.

The teaching learning activity was recorded using field- notes, and pictures or photos. Field notes were used to describe the whole teaching learning process in the class. Photos and audio recorded the teaching learning activity, observation activity, and interview activity.

#### **H. Data Analysis Technique**

The data in this research were quantitative and qualitative data. The qualitative data consisted of field-notes, record or transcript, and observation sheets. The quantitative data consisted of reading comprehension scores (obtained from the pre-test and post-test). In the analysis process, the students' reading scores of the pre-test and post-test will be compared by using the t-test. SPSS was used as an instrument to process the data. The mean of pre-test and post-test would be compared to see the improvement of students' reading comprehension after getting the treatment.

In analyzing the interview transcripts, the researcher transcribed the interview transcripts first. The transcripts were read over and over to draw a conclusion on the important points in each teaching and learning process. Then, the researcher classified the data to formulate the substantive theories. The researcher analyzed the observation record by reading and making a conclusion of it. Field-notes were analyzed by reading them and made a conclusion of them.



## **I. Data Validity and Reliability**

Before analyzing the data, the researcher validated the data and made the data reliable. To validate the data the researcher used five tests of validity which are proposed by Anderson in Burns (1999: 161-162). They are as follows.

### **1. Democratic validity**

The research offered perspectives from all the stakeholders, the students, and English teacher as a collaborator. The researcher interviewed students, the English teacher and collaborator about their opinion of the result of the study to achieve democratic validity.

### **2. Dialogic validity**

Dialogic validity is where the research is monitored through publication. To fulfil this validity, the researcher discussed with the English teacher and the collaborator about her/his opinion about the action, and reviewed the action that had done together.

### **3. Process validity**

Process validity is where the data was examined from several different perspectives. The researcher found some resources to support the action to do this validity.

### **4. Outcome validity**

Outcome validity is the success of the actions and the subsequent development of new research questions. The researcher found what can be

researched from the research result to attain this validity.

#### 5. Catalytic validity

Catalytic validity is that the participants' understanding of the educational context and how they can make changes to it. The researcher interviewed some students about their opinion after they were given the action to accomplish this validity.

Meanwhile to make the data trustworthiness or become reliable, the researcher would use triangulation that is proposed by Burns (1999:164) as follows.

##### 1. Time triangulation

Using time triangulation means that the researcher collects the data in period of time. It was done to see the factors which were influenced to the improvement. In this study, the researcher did the action from February 2014- April 2014.

##### 2. Investigator triangulation

Investigator triangulation means that there was more than one investigator who become the observer. It is to avoid observer bias. This study had three observers, they are the researcher, and the English teacher as the collaborator.

##### 3. Theoretical triangulation

Theoretical triangulation means that the data was analyzed by more than one perspective. In this study, the researcher took some theories

of some experts.

Those techniques were used by the researcher to make the data reliable. The researcher cross-checked or triangulated the data of interview and observation. Other data, like field-notes were triangulated with the pictures.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Procedure and Findings**

This research belongs to classroom action research (CAR). The research procedures implemented in this research are proposed by Kemmis and Mc Taggart in Burns (2010: 9), consisting of planning, action, observation, and reflection. In the first stage, planning, the researcher and the English teacher determined some problems based on the observation toward the teaching learning process and some interviews that were carried out before. Then, a discussion was held to limit the problems focusing on some problems which would be solved. After that, the action that might be implemented to solve the problems was planned by the researcher.

##### **1. Condition on the Pre-Action**

The research was started on Thursday, 27<sup>th</sup> February 2014 at class XI IPA 2 to interview some students. Meanwhile, the interview with the English teacher was done on Monday, 10<sup>th</sup> March 2014. Then, the observation toward the teaching and learning process in the classroom was done on Thursday, 13<sup>th</sup> March 2014. Those interviews and observations were done to find out the condition of the reading teaching and learning process and the problems existing before the actions were done.

Based on the interview result and observation conducted, it was found that students still faced some problems related to their reading comprehension. Their

reading comprehension could be categorized low because of some problems. They lacked of vocabulary; they had difficulties in finding main idea; and they were demotivated when they found difficult words. This following interview transcript supports the statement.

R	: <i>Tadi kan menurut Ibu kemampuan membaca anak itu masih kurang, itu disebabkan oleh apa Bu?</i> (You previously said that the students' reading comprehension is still low. What actually causes the condition?)
ET	: <i>Ya, itu lack of vocabulary, arti kata- kata yang simple saja masih ada yang tidak tahu, harusnya mereka bisa karena kata itu sudah sering muncul di soal.</i> (Yes. Lack of vocabularies becomes one of the causes. Even, the students do not know the meaning of simple words that they usually see those when they do some tasks or exercises.)
R	: <i>Kalau menurut Ibu selain vocabulary kelemahan siswa apa lagi Bu?</i> (Besides that, what are the students' weaknesses on reading comprehension?)
ET	: <i>Dalam memahami, reading comprehension ya, secara grammar juga masih lemah. Itu saling berkaitan ya. Itu kalau memahami juga harus diberitahu. Seperti kata kerjanya yang mana, begitu.</i> (In comprehending text, students are still weak on grammar. It relates to reading comprehension, right? Therefore, I have to explain to them to make them understand, like showing which one is the verb.)
R	: <i>Kalau mencari main idea siswa juga kesulitan tidak Bu?</i> (How is about the students' ability in finding main idea?)
ET	: <i>Iya mereka masih bingung kalau harus mencari main idea mas, apalagi kalau tesnya bagi mereka susah yang vocabnya tidak tahu jadi tambah males. Tapi biasa saya suruh buka kamus dulu mas.</i> (They are still confused when they are trying to find the main idea, moreover if the text is difficult for them to understand. It is caused of the vocabulary of the text are not familiar to them also. I usually asked them to open the dictionary first.)
Interview 2, Monday, 10 <sup>th</sup> March 2014	

To support the English teacher's statements, some interviews toward the students were made related to their difficulties in comprehending texts. One of the

students also admitted that one of their difficulties is caused by which they lacked of vocabularies.

- R : *Kalau belajar membaca teks untuk memahami isi teks itu kamu ada kesulitan nggak?* (Do you have some difficulties in comprehending texts?)  
 S : *Mungkin kalau yang kata-katanya nggak tahu mungkin kesulitannya di situ, yang nggak tahu artinya itu.* (It may be about some difficult words that I don't know those meanings yet.)

Interview 1, Thursday, 27<sup>th</sup> February 2014

Besides they lacked of vocabularies, they also found some difficulties in finding main ideas. The following interview transcript shows the student's statement supporting the problem.

- R : *Kalau mencari main idea gitu susah nggak?* (How about finding main ideas, is it difficult for you?)  
 S : *Iya susah lah mas, itu kan aku harus paham dulu artinya kan mas.* (Of course it is difficult for me. I have to know the meaning of the words of the text first.)

Interview 1, Thursday, 27<sup>th</sup> February 2014

The determination of the problems goes further on the observation toward the reading teaching and learning process. Based on the observation, it was found that the students lacked of vocabularies. They depend on the case that their teacher will translate the text for them. This can be seen from the following field notes.

A student was asked to read a text. The teacher asked whether the students know what the text is about. The students said that they do not know what the text is about. And then, the teacher translated the text for the students to make them understand.

Field notes 1, Thursday, 13<sup>th</sup> March 2014

Furthermore, from the observation, it can be seen that the students were not interested and enthusiastic in joining the reading activities provided by the teacher. They seemed to have low motivation in joining the teaching and learning process. Some of them liked to have chit-chat with their classmates or to have some activities other than paying attention to the learning process. This can be shown by the following field notes.

When the teacher asked the students to read the text, some of them have chit-chat with their friends. Some of them did some activities other than paying attention toward the teaching and learning process.

Field notes 1, Thursday, 13<sup>th</sup> March 2014

The fact that some students had low motivation toward reading activities in the classroom is also stated by the English teacher in the interview, as follows.

R : *Begini Bu, kalau menurut Ibu bagaimana kemampuan Bahasa Inggris anak kelas XI IPA 2 Bu, terutama dalam membaca pemahaman?* (What do you think about the XI IPA 2 students' ability in English, especially in reading comprehension?)  
 ET : *Kalau menurut saya, sebenarnya beberapa atau lebih dari separo dari mereka ada yang bisa dan punya motivasi belajar Bahasa Inggris, cuma ada beberapa anak yang secara kemampuan dan motivasinya kurang.* (I think it is only a half number of the students that can join the English lesson well and have good motivation to learn it. However, others have low both competency and motivation in learning English.)

Interview 2, Monday, 10<sup>th</sup> March 2014

The interviews and field notes above show that students not only had low motivation but also had low competence in reading comprehension. Most students did not take their role in a learning process. Only some students responded when the teacher checked their understanding and made evaluation. They tended to be passive in a learning activity. Therefore, the teaching and learning process lacked of interaction, both their interactions among the students, with their teacher as well.

However, the English teacher had carried out some actions to solve the problem. The English teacher had applied some strategies in a reading class to help students in comprehending texts and motivate students to get involved in the reading activities. Nevertheless, it did not improve the students' reading comprehension and students' motivation. This can be seen from the interview transcript below.

- |    |   |
|----|---|
| R  | : <i>Belum ya Bu, kalau kegiatan diskusi sudah pernah dilakukan belum Bu?</i><br>(Do you have ever held a discussion in the class?)   |
| ET | : <i>Ya mengerjakan soal dari tesk dalam kelompok itu mas atau menyusun Puzzle kalimat kalau misalnya mencari seperti main idea atau membaca dengan teknik membaca itu belum kan mereka juga masih kesulitan jadi saya kasih kegiatan kayak gitu dulu mbak yang simple-simple aja.</i> (Yes, I have. Usually I asked students to answer the questions in the text in groups or doing sentence puzzle, but discussion in finding the main idea or applying reading strategies have not done. As I said that they had difficulties in finding main idea, so I took that activity first which is simple for them). |
| R  | : <i>Itu tadi sudah berhasil belum Bu untuk membantu siswa dalam memahami bacaan?</i> (Did it work?)  |
| ET | : <i>Yang jelas itu membuat siswa lebih termotivasi, kalau untuk memahami teks ya masih kurang ya karena anak juga masih sangat tergantung pada kamus seperti yang tadi saya bilang kalau vocab mereka juga tidak bagus, saya juga selalu bilang agar anak-anak bawa kamus.</i> (It motivated students absolutely, but it did not work well in improving students' reading comprehension because students really depend on using the dictionary, as I said before that students lacked vocabularies.)   |



(Continued)

- |    |  |
|----|--|
| R  | : <i>Dengan kegiatan tadi interaksi anak lebih baik tidak Bu?</i> (Did it improve interaction among the students?)   |
| ET | : <i>Susahnya disitu mas, meskipun mereka satu kelompok kalau nggak cocok pada nggak mau, jadi bisa dibilang interaksinya kurang bagus.</i> (It is difficult, although they are in one group they did not want to work together if they did not like their friends.) |

Interview 2, Monday, 10<sup>th</sup> March 2014

Besides interviewing the English teacher and the students and observing the class, the researcher also administered a reading test before the actions. The test consists of 30 items of the objective type. The items measured students' ability related to the macro skills and micro skills of reading in senior high school which consist of finding the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar lexical items, making inferences, identifying references, critical reading, identifying communicative function of the text, identifying generic structure of the text, identifying paraphrase, identifying determiner, identifying conjunction, and recognizing grammatical word classes (verbs). The researcher, then, did reflection of the score of the students' reading test. The mean result of the pre-test is 5.73.

Based on the problems which happened in the teaching learning process, it can be concluded that the main problems of reading class were:

- a. Students could not find the main idea of the text because they lacked of reading strategies.
- b. Students rarely built interactions either with their classmates or their teacher.

- c. Students were not enthusiastic and interested toward the reading classes.
- d. Students had difficulties in understanding the text because they lacked of vocabularies.

After discussing the problems and the causes of those problems, some actions to solve the problems were planned. The students' ability, students' needs and the time in planning the actions were considered, especially in preparing the texts, the activities, and the exercises.

## **2. Determining the Action**

After the problems had been discussed and limited, techniques or method that can be used to solve the problems were then determined. Think-pair-share technique was proposed, and then its procedure was explained to the English teacher. The English teacher was interested and convinced that think-pair-share would help the students. Finally, the researcher and the English teacher agreed to use the technique to improve the students' reading comprehension. Based on the discussion between the researcher and the English teacher, the actions that would be implemented were as follows:

- a. Conducting TPS as one of cooperative learning techniques to improve students' enthusiasm and motivation in joining reading classes.

- b. Conducting TPS as a reading strategy to improve students' reading skills including finding the details information or important information, finding main idea, making conclusion or summarization of the text.
- c. Conducting TPS, especially in the *pair* and *share* stages to improve interaction among the students and interaction between the students and the teacher.

## **B. The Report of Actions and Discussions**

### **1. Report on Cycle 1**

This research was carried out in 2 cycles. Each cycle consisted of two meetings. The first cycle was held on Thursday, 20<sup>th</sup> March 2014 and Thursday, 27<sup>th</sup> March 2014. The learning process was conducted using Cooperative Learning Strategy of think-pair-share technique. The following were the steps on Cycle 1.

#### **a. Planning**

Planning stage on Cycle 1 was conducted through several stages including having consultation and coordination with the English teacher. This first stage was aimed at discussing the implementation of the action plan and various preparations including writing lesson plans, deciding learning materials, preparing research instruments such as observation sheets. The next stage was to conduct a briefing preparation or guidance on learning scenario in the classroom for the researcher with the English teacher as the collaborator before the learning process

took place. This was done in order that the learning process could run smoothly and the results obtained in the observations can be used as reflection.

From this stage, some activities were planned to be implemented in the next stage. The activities were about the teaching and learning process which was based on cooperative learning procedure proposed by Sanjaya (2009: 246-247), as follows:

#### 5) Material Explanation

This procedure aims at making the students understand toward the topics that will be taught. At this stage the teacher may use some leaning methods, such as lecturing, brainstorming, and even questioning. Or, they can use instructional media to attract the attention of the learners in the process of delivering the material.

#### 6) Learning in Groups

After the teacher explains the subject matter, the students are asked to learn in groups which had previously formed heterogeneously. In terms of academic ability, a group usually consists of a student with higher academic skills, two students with moderate skills, and a student with lower academic skills. In this stage, the think-pair-share technique will be implemented.

#### 7) Assessment

The assessment process can be done trough conducting tests or quizzes that can be performed by students individually or in groups. Individual test results will provide information of the capabilities of each learner and group test results

will provide information on the ability of each group. The final score of each learner is the merging the two scores.

#### 8) Team Recognition

Team recognition is the determination of the team that is considered the most prominent or most accomplished team to then be given an award or prize. Recognition and awards are expected to be able to motivate the team to continue to excel and also motivating other teams to be able to improve their performance.

#### **b. Action**

The action stage focused on introducing the think-pair-share technique to the students and encouraging them to apply the technique while they were carrying out reading activities. It also encouraged students to hold discussion in groups and class. In this cycle, the researcher and the English teacher took their own duty. The researcher as the teacher delivered the material and assisted students while they were working in group. Meanwhile, the English teacher as a collaborator sat in back of the class and made observation and pictures during the lesson. The data of Cycle 1 were collected through observation class, interviews and picture as document. The complete description of Cycle 1 is presented in the following section.

### 1) Material Explanation

The first action conducted was called material explanation. This stage was done in the first meeting. First of all, the description about think-pair-share that would be the teaching and learning technique was explained to the students. It was about the explanation of what think-pair-share technique is, each stage of the technique, and how to implement the technique in reading situation. Based on Ledlow (2001) division, in this stage, it was explained that the technique consists of three main stages, namely: *think*—where the students think independently about the question that has been posed by the teacher and form ideas of their own about the answers; *pair*—where the students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others; and *share*—where the student pairs share their ideas with a larger group, such as the whole class.

After the explanation about the technique was considered clear and the students seemed to understand well about the technique, the explanation went further to the material that would be used during the research. The material was about the *Hortatory Exposition* text which was chosen by relying on the curriculum. First of all, two texts were provided by the teacher in which a text was *Analytical Exposition*, and another was *Hortatory Exposition*. The *Analytical Exposition* text was involved under the reason that it has almost similar characteristics to *Hortatory Exposition* has. In addition, it had been already learnt

by the students in the previous semester. Therefore, it would make ease the teacher to explain and the students to understand.

After that, in pairs, the students were asked to compare the two texts, and at that time, the students can conclude that *Hortatory Exposition* is a kind of text type that presents arguments or reasons to support the opinion. It is aimed to persuade the readers or listeners that something should or should not be the case. The difference of *Analytical* and *Hortatory Exposition* is on the term of its generic structure in the last part that is called as reiteration in *Analytical* and recommendation in *Hortatory Exposition*. The function of both is quite different. In *Analytical Exposition*, reiteration is used to give emphasize on the writer's opinion by restating the writers' points of view. Meanwhile, in *Hortatory Exposition*, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments.

Finally, the students were asked to focus on the hortatory exposition one. The students were given some more detailed explanation about the text, including the characteristics and also the language features. After the students seemed to understand the explanation, the teaching and learning process was continued to the next phase, that is, learning in groups.

## 2) Learning in Groups

This stage was started by dividing the students into groups of four. Each group was given an envelope with some chops of a text included inside it. All of the groups were asked to arrange the chops into a good arrangement of a

*Hortatory Exposition* text within 15 minutes. In this activity, the cooperative learning method was started to be implemented because all of the group members were required to cooperate with other members within a group and each of which was required to make some contribution to his or her group. This activity also demanded all of the students to be active and cooperative because the one who was not so was easily monitored by the teacher. Therefore, all of the students should involve themselves in this activity.

After the time was up, the students were guided by the teacher to discuss the appropriate arrangement of the text. In this step, the teacher could easily know that the students had not understood well the concept of the text. It could be seen from the fact that only one group can arrange the text into the good order within the time allocated. The discussion was also carried out in this time to explain why the good arrangement was like that.

Then, each of the students was given the same text which was already in good arrangement. The students were asked to read the text within the time of 10 minutes. In this step, the think-pair-share technique was implemented. After the students have read the text, in the *think* stage, the students were given some questions which were related to the text. The questions were about what issue the author argues, the point of view of the author toward the issue discussed in the text whether the author agrees or disagrees toward the issue, the author's arguments to support his point of view, and the author's recommendation for the



readers of the text. In this phase, the students were required to think individually about the appropriate answers to the questions.

Then, in the second stage, *pair*, the students were asked to have a discussion with their friends sitting next to them. In this phase, the discussion was not run successfully because the students depended much their answers on the text not to their own thought. Even, the pairs did not have a sharing but tried together to find the answers by reading again the text.

After the time was up, some pairs of the students were asked by the teacher to come in front of the class to share the result of the discussion. This step was called *share* step—the last step of think-pair-share technique. The fact that the students still depended on the text was proven in this step. The pairs of the students still brought the text with them. Therefore, it was more in reading than sharing. The discussion didn't run well because almost all of the pairs have the same answers which were provided in the text.

### 3) Assessment

In this phase, the researcher made use of the two kinds of assessment proposed by Brown (2004: 5) which are informal and formal assessment. The informal assessment was done after the pairs of the students come in front of the class to share the results of their discussion in the *pair* step. This assessment was given directly toward the students' performance including the students already did a good performance or still need improvement. The assessment was not only

applied toward the content that was presented, it was also about the students' pronunciation and other aspects.

Another kind of assessment, the formal assessment was done using one kind of tests proposed by Alderson (2000: 206- 232) which was dichotomous technique—a technique which presents a statement which is related to the target text, and provides two choices only for students to answer. The researcher used true or false choices. First of all, the students were asked to make groups of four. The groups were the same as the group which was formerly formed. Then, each of groups was asked to provide a piece of paper in which it was written “T” in one side and “F” in another. Here, “T” meant true and “F” meant false. The rule was that the teacher would read five statements which were related to the text. After the teacher finished reading each statement, each group decided whether the statement was true or not in the time of 10 seconds. Finally, after deciding the answer, each group raised the answer by showing “T” if the group thought that the best answer was true and showing “F” if the best answer is false.

#### 4) Team Recognition

From the activity explained above, the teacher gave 2 points for each correct answer and -1 for each wrong answer. The final score of each group was 4 for group one, 7 for group two, 4 for group three, 1 for group four, 4 for group five, 1 for group six, 4 for group seven, and -2 for group eight. It could be seen that the most prominent group was group two as the winner of the quiz. This group had an advantage to give the appropriate punishment to the group eight

with the lowest score. Each of the members of group two provided an issue to be decided by the group eight whether they agree or disagree toward the issue. The issues given were “Should hand phone be banned in schools?”, “Should the students wear uniforms?”, “Should the government carry out national examination?”, and “Should the students follow extra-curricular activities?” Then, each of the members of group eight gave his or her points of view toward the issue and gave his or her arguments to support the view. This step took a long time because the students still found it difficult to build their own arguments toward the issues.

### **c. Observation**

Observations are carried out during the learning process that took place in class using the cooperative learning method of think-pair-share type. The observations were done based on whether the three stages of the technique were implemented successfully and whether the teaching and learning process was based on the cooperative learning principles. For the first aspect, the observation results can be seen as follows:

#### **1) *Think***

According to Ledlow (2001), *think* is the stage where students think independently about the question that has been posed and ideas of their own. Based on this view, in this stage, the students were given some questions which were related to the text used as the material in the teaching and learning process.

The questions that had been posed were about what issue the author argues, the point of view of the author toward the issue discussed in the text whether the author agrees or disagrees toward the issue, the author's arguments to support his point of view, and the author's recommendation for the readers of the text. In this phase, the students were required to think individually about the appropriate answers to the questions.

Carrying out this stage, the students still got confused about what they should do at that time. Actually, because they have already read the text, they did not need to relay their answers much on the answers that were provided by the text. As Bell (1998) mentions that students may write some thoughts in response to the question, the students did not need to memorize the sentences as answers provided in the text.

They could read the answer from the text first and then make their own answers by using their own words. This actually aimed at creating a meaningful discussion in the next step. If the students had the same answers toward the questions—the answers that had been provided in the text, the discussion would not be carried out well in the next step.

The students' condition in this stage can be seen from the following field notes:

*Di dalam tahap think ini, para siswa diberi beberapa pertanyaan yang berkaitan dengan teks. Siswa menulis pertanyaan-pertanyaan yang diberikan oleh guru dan mencoba mencari jawaban atas pertanyaan tersebut di dalam teks. Siswa mencoba menghafal jawaban-jawaban tersebut sebagai bahan diskusi yang akan diadakan di tahap berikutnya.*

(Continued)

In this step, students were given some questions which were related to the text. The students wrote the questions given by the teacher and tried to look for the answers provided in the text. The students tried to memorize the answers that would be discussed in the next step.

Field notes 2, Thursday, 27<sup>th</sup> March 2014

## 2) *Pair*

*Pair* is the step where students are grouped in pairs to discuss their thoughts (Ledlow: 2001). After they had been ready with their answers, the students were asked to have a discussion with their friends sitting next to them. In this stage, the students were actually required to share their answers. By doing this activity, it would be created good and varied answers toward the same questions.

However, the discussion was not run successfully because the students depended much their answers on the text not to their own thought. Even, the pairs did not have a sharing but tried together to find the answers by reading again the text so that they would have the same answers which were perfectly the same answers provided in the text.

*Di tahap pair, siswa dipasangkan dengan teman sebangkunya untuk mendiskusikan jawaban yang telah mereka dapatkan di tahap sebelumnya. Di tahap ini, diskusi tidak berjalan sesuai apa yang diharapkan. Para siswa tidak teks.berdiskusi melainkan bersama-sama mencari jawaban yang disediakan yang ada di teks. Mereka memberikan tanda pada jawaban-jawaban yang ada di dalam*

(Continued)

In the pair step, students are paired with their friends sitting next to them to discuss their answers. In this step, the discussion did not run well because instead of having discussion and sharing about their answers, they tended to look for the answers together in the text. They gave marks to some sentences in the text as the answers of the questions.

Field notes 2, Thursday, 27<sup>th</sup> March 2014

The situation of the *share* stage on the cycle 1 can be seen from this following field notes:

*Di tahap share, guru secara acak memanggil pasangan siswa untuk maju ke depan kelas mempresentasikan hasil diskusi yang dilakukan di tahap sebelumnya. Semua pasangan membawa teks ke depan kelas. Maka dari itu, siswa terlihat lebih ke membaca daripada membagikan dan mempresentasikan jawaban. Diskusi setelahnya juga tidak berlangsung baik karena kebanyakan siswa memiliki jawaban yang sama kata-katanya, yaitu jawaban yang sudah tersedia di dalam teks.*

In the share step, the teacher randomly called the student pairs to come in front of the class to share and present their answers. The pairs of the students still brought the text with them. Therefore, it was more in reading than sharing. The discussion didn't run well because almost all of the pairs have the same answers which were provided in the text.

Field notes 2, Thursday, 27<sup>th</sup> March 2014

The observations went further on whether the teaching and learning process was appropriate to cooperative learning principle or not. The cooperative learning principles used as the basis here were the principles proposed by Sanjaya (2009: 244-255) which are *positive interdependence principles, individual*

*accountability principles, face to face promotion interaction principles, and participation communication principles.* The results of the observations can be seen in the following section.

#### 1) *Positive Interdependence Principles*

This principle means that using cooperative learning method, students feel that they are working together to achieve one goal and tied to each other. Students will not be successful in the learning process unless all members of their group are also successful. Students will feel that they are parts of the group who also have contributed to the success of the group.

By referring to the above description, it can actually be seen that the students had implemented this principle. In the pair stage, they tried to find the answers in the text together. This was because they realized that the success of a group is determined by the performance of each member of the group so that all members should have feeling of interdependence.

#### 2) *Individual Accountability Principles*

This principle is a consequence of the first principle. The success of the group depends on each of its members. Therefore, each member of the group should have responsibility in accordance with his duties. Each member must provide the best for the success of the group. To achieve this, teachers need to provide an assessment of the individual and the group.

Individual accountability in group work may be the students' responsibility in terms of helping other students who need assistance, and actively

participating in the group work processes. This principle had been implemented in the teaching and learning process on Cycle 1. This was under the reason that the pairs of the students have already helped each other to find the answers of the questions.

### 3) *Face to Face Promotion Interaction Principles*

This principle means that cooperative learning gives an opportunity to every member of the group to come face to face with and give information to each other. Face-to-face interactions will provide valuable experience for every member of the group to work together, respect each difference, make use of each member's advantage, and take up the slack of each member. From the explanation above, the researcher on Cycle 1 had implemented the principle. The activities provided in the first cycle can accommodate the students with the interaction among them.

### 4) *Participation Communication Principles*

This principle means that cooperative learning trains the students to be able to actively participate and communicate. The stages of think-pair-share with the activities carried out in the first cycle show that actually the teaching and learning process had fulfilled this principle. In this case, the share step trains the students to communicate their ideas in front of their friends.



#### **d. Reflection**

After conducting actions of Cycle 1, the researcher made reflection to see the weakness and what had to be done in the next cycle. It was done a discussion with the English teacher in making some reflections. It aimed at fulfilling the democratic and dialogic validity as mentioned in Chapter III.

In creating reflection the researcher and the English teacher analyzed the observation class result and the interview transcript. The reflection results of Cycle 1 are:

- 1) Many of the students had not understood well about the concept of think-pair-share and what should they do in each stage.
- 2) The grouping system was not effective. The students were only required to work with the friends sitting next to them. The way of grouping the students should be more various and effective so that it can accommodate or fulfill the cooperative learning principle.
- 3) The discussion could not run well because all the students had the same idea with the same words—that is, the ideas that had been already presented in the text being discussed.
- 4) The students needed more assistance.

One of the considerations to determine the reflection of the first cycle was the interview conducted to the students after the implantation of the action in the cycle, that is, after the second meeting lesson had finished. The interview transcript is as follows:

- R : *Sejauh ini apakah adek-adek sudah paham dengan hortatory text?* (So far, have you understood about hortatory text?)
- S1 : *Sudah mas, tapi masih bingung tentang think-pair-share itu dan apa yang harus kita lakukan di setiap step –nya.* (Yes, I have. However, I still get confused about the think-pair-share strategy and what we should do in each step.)
- R : *Oke. Bagaimana dengan yang lain? Ada masalah lain?* (Yes, I understand it. How about the others? Is there any other problem?)
- S2 : *Sama mas.* (It's the same as previous problem.)
- R : *Kalau begitu, di pertemuan yang akan datang, saya akan jelaskan kembali tentang think-pair-share kepada kalian. Tapi kalian jangan malu-malu untuk bertanya ya kalau masih bingung!* (If it is so, in the next meeting, I will explain you more about the think-pair-share. But then, don't be afraid to ask me if you cannot understand my explanation well. Okay?)
- All : *Oke, mas!* (Okay!)
- R : *Sampai ketemu di hari Senin ya!* (See you on Monday!)

Interview 3, Thursday, 27<sup>th</sup> March 2014

Based on the result the researcher and the English teacher had a discussion to solve the problems. The description of the discussion is presented below.

- R : *Oh iya Bu, ini kan cycle 1 nya sudah selesai, kira- kira menurut pendapat Ibu, bagaimana proses belajar-mengajarnya di cycle 1? Yang perlu diperbaiki yang bagian mana?* (By the way, the cycle 1 has been implemented, Ma'am, what do you think about that? On what aspects do I need to improve?)
- ET : *Saya kira proses belajar mengajar kemarin sudah bagus si Zal, tapi anak-anak masih kelihatan bingung mau ngapain ketika teknik think-pair-share itu digunakan. Kebanyakan masih pada bingung.* (I think it was good. However, the students seemed to get confused when they should apply the think-pair-share technique. Many of them still got confused.)

(Continued)

(Continued)

- R : *Kira- kira saya harus bagaimana ya bu?* (What should I do, then?)
- ET : *Kamu harus kasih penjelasan lagi sampai mereka benar-benar paham, baru nanti diimplementasikan. Dan juga selama mengaplikasikan tekniknya, mereka membutuhkan pengawasan dan pendampingan. Saya kira akan lebih baik.* (You should give more explanation to the students. If the students seem to understand well about the technique, you may ask them to apply the technique. Then, I think they also need more assistance and monitoring in applying the technique. I think it will work better.)
- R : *Oh begitu ya Bu. Nanti dipertemuan selanjutnya saya akan jelaskan kembali mengenai think-pair-share itu. Tapi yang masalah pendampingan tadi, saya kira saya membutuhkan bantuan dari Ibu buat mendampingi anak-anak, karena jumlah murid yang agak banyak. Apakah ibu bersedia? Hehe.* (I see, Ma'am. Later, in the next meeting, I will give more explanation to the students about the think-pair-share technique. But then, for the matter of assistance for the students, I think I need your hand to assist and monitor the students. There is a little bit big number of students in the class. Do you mind to help me?)
- ET : *It's okay.* (It's okay.)
- R : *Terima kasih Bu. Apa lagi yang perlu diperbaiki Bu?* (Thank you, Ma'am. Is there any other aspect to be improved?)
- ET : *Mungkin cara kamu membagi kelompoknya Zal, mungkin perlu divariasikan. Jangan cuma kelompokan sama teman satu mejanya saja. Itu saja dulu mungkin.* (It may be about the way you group the students. You should make it varied and attractive. I don't find any problems other than those.)
- R : *Siap, Ma'am!* (Okay, Ma'am!)
- ET : *Semoga berhasil.* (Good Luck!)
- R : *Terima kasih banyak, Ma'am!* (Thanks a lot, Ma'am!)

Interview 4, Thursday, 27<sup>th</sup> March 2014

Based on the discussion, the researcher and the English teacher decided to do some changes on Cycle II. They were:

- 1) The explanation about the think-pair-share and how to implement it would be given more to the students.
- 2) A team teaching between the researcher and the English teacher would be held. Therefore, students would get more assistance.
- 3) Students would be grouped using attractive ways.

## **2. Report on Cycle II**

Reflecting on the discussion between the researcher and the English teacher, it was decided that the implementation of Cycle II would focus on solving problems found in the previous cycle. In this cycle, some new activities were provided in the execution either in reading activities or the teacher's method. This second cycle was held within two meetings on Thursday, 3<sup>rd</sup> April 2014 and Thursday, 10<sup>th</sup> April 2014. The learning process was done still using cooperative learning strategy using think-pair-share technique. It was expected that this implementation could overcome the problems and the teaching learning process would be more fun and interesting for the students. And, finally the students' reading comprehension could significantly improve. The following sections were the steps on Cycle II

### **a. Planning**

The planning stage on Cycle II was conducted similarly to the planning step in the previous cycle. It was through several stages with still involving the English teacher to have some coordination and consultation. There were some activities carried out in this stage. The first activity was aimed at discussing the implementation of the action plan and various preparations including preparing some learning media which were appropriate with the learning materials. The second activity was to conduct a briefing preparation or guidance on learning scenario in the classroom for the researcher with the English teacher as the collaborator before the learning process took place.

From this stage, it was planned some activities that would be implemented in the action stage. The activities in the teaching and learning process were still based on cooperative learning procedure, as follows:

#### **1) Material Explanation**

As said in the previous cycle discussion, this procedure aims to make the students understand toward the topics that will be taught. But then, based on the problems found in the first cycle, the explanation would not only focus on the explanation about *Hortatory Exposition* text. The more explanation also would be given to the students about the technique to comprehend texts itself which was think-pair-share. Furthermore, the explanation about one of language features used in hortatory texts would be also given to the students. This would about the use of *should* and *shouldn't* as often appear in the recommendation part.

## 2) Learning in Groups

In the previous cycle, the grouping way seemed monotonous. The students were only asked to pair with other students sitting next to them. This was actually assumed to violate the cooperative principle that the students should be grouped heterogeneously in terms of academic ability, social background, and other aspects. The assumption was based on the fact that students usually sit with other students having the same ability as they have (i.e. high-achieving students with other high-achieving students and low-achieving students with other low-achieving students). Therefore, in this stage, the students would be grouped based on the cooperative learning principle and in a creative and attractive way. Furthermore, in this stage, it would be held team teaching to overcome the problems found in the first cycle.

## 3) Assessment

The assessment process would be done through conducting tests or quizzes that can be performed by students individually or in groups. Both the teacher and the collaborator would give his and her own assessment to all of the students' performance. The final result would be the merging score between the teacher's and the collaborator's.

## 4) Team Recognition

This stage would be done by giving some rewards to the most prominent group or student and giving punishments to the group or student with the lowest

prominent. The rewards and punishments would be appropriated with the condition of the students itself.

#### **b. Action**

The action stage in this cycle was focused on overcoming some problems found in the previous cycle in order to improve the students' reading comprehension. In this cycle the researcher and the English teacher held a team teaching. The researcher delivered the material and assisted students while they were working in group. Meanwhile, the English teacher as a collaborator made observation and picture during the lesson and also assisted students while they were working in group. The data of Cycle II were collected through observation class, interviews and picture as document. The complete description of Cycle II is presented below.

##### **1) Material Explanation**

The first action conducted was material explanation. This stage was done in the first meeting of the second cycle. First of all, the detailed explanation about the think-pair-share technique was given to the students. It was about the explanation of what the think-pair-share technique is, each stage of the technique, and how to implement the technique in reading situation. This action was aimed to make the students clearly understand about the technique so that they would not get confused when they apply the technique in the teaching and learning

process. In explaining the method, a discussion about the students and the teacher was held. A question-answer method was used by the teacher to check the students' understanding. The students were also not ashamed to ask some questions related to the technique. This can be seen from this following field note:

*Guru selalu menanyakan “apakah sudah jelas?” kepada para siswa setelah memberikan penjelasan. Jika para siswa menjawabnya dengan “jelas”, guru memberikan pertanyaan umpan balik kepada siswa. Dengan begitu, siswa bertanya jika mereka kurang jelas. Beberapa pertanyaan diajukan oleh siswa, seperti, “kalau pas share bisa bawa catatan ngga, Mas?”*

The teacher provide question of “Is it clear?” to the students after giving some explanations about the technique. If the students seemed to clearly understand of the teacher's explanation, the teacher then gave some questions to check the students' understanding. Therefore, the students asked the teacher if they still got confused. Some questions were proposed to the teacher, like “Can we borrow some notes in the share step?”

Field note 3, Thursday, 3<sup>rd</sup> April 2014

After the explanation about the technique was considered enough and the students seemed to master well about the technique, the explanation went further to the material which was about *Hortatory Exposition* text. Because the text has also been explained in the previous cycle, it was only a review about the text that was conducted by the teacher. Some questions were given to the students to check whether the students still remembered the concept of the text. The questions were about the definition of hortatory text, its social purpose, its generic structure, the difference between the text and *Analytical Exposition* text, and some



characteristics of *Hortatory* text. Here, if the students could not answer the questions, the teacher gave more explanation about the thing.

After that, to make sure that the students had really understood about *Hortatory Exposition* text, copies of an example of this text were distributed to the students. The students were, then, asked to read and to look for the generic structure of the text. Seeing the students had understood about that, the explanation went further about the use of *should* and *shouldn't* in one part of the text namely recommendation. Here was the summary of the explanation about *should* and *shouldn't*; *should* is an auxiliary verb, a modal auxiliary verb which people mainly use to give advice or make recommendations, talk about obligation, talk about probability and expectation. But then, the explanation was focused on the use of *should* to give advice and make recommendation. After the students seemed to understand the explanation, the teaching and learning process was continued to the next phase which was learning in groups.

## 2) Learning in Groups

Learning in groups in this second cycle was divided into two activities. The first activity was focused on the use of *should* and *shouldn't* in the recommendation part of *Hortatory Exposition* text. In this activity, two games were provided by the researcher. For the first game, students were paired randomly by the researcher. Then each pair was given a *tic-tac-toe* board. There were several boxes on the board and it was a problem written in each box. The students were required to give suggestions and recommendations to each problem

stated. Each student in each pair should collect five boxes in a series whether it was up, down, straight, or diagonal. Then, the student would get one point for one series. Each student should avoid his or her opponent to have five boxes in a series so that he or she could not get points.

The second game was board game of snake and ladder. A board was provided on the white board. The board was divided into twenty boxes featured by numbers in each box, two snakes, and a ladder. The students were divided in groups of four. The pairs in the odd lines were grouped with the pairs in the even lines. Each group was given a paper with the information of each number in each box. The information was about the problem. The researcher also provided a dice for each group. Then, in turn, each group rolled the dice and gave a solution for the problem seeing the number where their pointer lied on. The game had finished after a group had reached the finish box. By conducting these two games, one of advantages of cooperative learning proposed by Sanjaya (2009: 249-251) that the cooperative learning may develop the ability to express ideas verbally and compare them to others' ideas had been proven.

The second activity was focused on the hortatory exposition text. In this step, the think-pair-share technique was implemented. First of all, the students are divided into some pairs. The pairs were the same as when they played tic-tac-toe game. Then, the researcher gave an example of hortatory text entitled "Muslim Headscarf". After the students have read the text, in the *think* stage, the students were given some questions which were related to the text. The questions were the

same questions as the questions proposed in the first cycle which were about what issue the author argues, the point of view of the author toward the issue discussed in the text whether the author agrees or disagrees toward the issue, the author's arguments to support his point of view, and the author's recommendation for the readers of the text. In this step, the students were required to think individually about the appropriate answers to the questions.

Then, in the second stage, *pair*, the students were asked to have a discussion with their pairs. In this phase, the discussion ran better than the discussion held in the first cycle. There had been a good interaction among the students and between the students and the researcher as the teacher. Because they had already known what to do in this step, the process ran smoothly. In addition, the students were not ashamed to ask the researcher when they got any difficulties.

After the time was up, some pairs of the students were asked by the teacher to come in front of the class to share the result of the discussion. The students were enthusiastic to share their ideas. Most of them initiated to come in front of the class by themselves. This was because the researcher had provided some rewards for the best group in sharing their ideas. Furthermore, the discussion could run well because most of tried to show that they were active in the discussion process.

### 3) Assessment

There were similarities and differences in conducting assessment in this Cycle II if it was compared to the previous cycle. One of the similarities was that in this phase, the researcher still made use of the two kinds of assessment proposed by Brown (2004: 5) which are informal and formal assessment. The informal assessment was conducted in the share step. This assessment was given directly toward the students' performance whether the students already did a good performance or still needed improvement in sharing their ideas. Just like in the previous cycle, the assessment was not only applied toward the content that was presented, but it was also about the students' pronunciation and other aspects.

Another kind of assessment, the formal assessment was done still using one kind of tests proposed by Alderson (2000: 206-232). However, the technique was not dichotomous anymore. The technique used was short-answer technique. To make the process more interesting, the researcher used a game in this phase, called *Mysterious Jackpot* game. First of all, the students were asked to make a group of four. The group was created by using a lottery.

Then, the researcher gave the students the rules. The rules were first each group sent its representative to come in front of the class. Here, the representative took one of the rolled papers in the container provided by the researcher. Then, he or she opened the rolled paper taken and read the questions written in the paper to his or her group. This question was related to the text discussed before. The rest member of the group had to answer the questions that had been read by the

representative in 10 seconds. If the group could answer the question, the representative could bring the paper back to his or her group. On the contrary, if the group could not answer the question correctly in 10 seconds, the representative should roll and put the paper back to the container.

The interesting thing of this game was that there were some rolled papers written “KABOOOM!!” in it. If the representative took this paper, the group should give the papers they already got. Or, if the group did not have any papers with them, they would lose their turn in the next round. The winning group was the group which had most papers with them. The students were happy with this game. All of the group members tried their best to help the group to collect the papers.

#### 4) Team Recognition

A reward was given to the most prominent group which work compactly, actively, and good in behavior. First, before the researcher implemented the technique in learning process, the researcher made a deal with the students that the group with the best achievement will get reward at the end of the lesson. It made the students more enthusiastic because they wanted the reward and recognition from other students. It seemed from their behavior and works.

Most of the students showed that they were active. They did not disturb the other groups and concentrated on their own group. In the share step, the many pairs of students were willing to be called up to come in front of the class to share the results of their discussion. This meant that the team recognition by giving

reward was successful to increase the students' motivation and decrease the students' misbehavior. This statement is supported by the following interview transcript.

- R : *Ooohhh gitu kalau dengan reward kemarin yang saya kasih memotivasi kalian nggak?* (Oooh.. I see, How is about the reward, does it motivate you?)
- S1 : *Ya, Mas.* (Yes, it does)
- S2 : *Jadi semangat, Mas, tapi kelompokku nggak dapet e Mas. Kan kelompokku itu kompak lho, Mas.* (It made me more enthusiastic, but my group did not get the reward, while my group was very compact)
- S3 : *Ya Mas, kelompokku juga kompak.* (Yes Sir, my group was also compact.)
- R : *Ya kan saya pilih yang hasilnya paling bagus juga, hehe. Kalau kamu gimana, Fria?* (Yes I see, but I choose group which has the best result. How about you, Fria?)
- S1 : *Aku semangat lah, Mas jarang-jarang guru yang ngasih hadiah kayak gitu.* (Of course, I am happy. There were a rare chance that teacher gives such reward.)

Interview 6, Thursday, 10<sup>th</sup> of April 2014

### c. Observation

Similar to the first cycle, the observations were done based on whether the three stages of the technique were implemented successfully and whether the teaching and learning process was based on the cooperative learning principles. For the first aspect, the observation results can be seen as follows:

#### 1) *Think*

In this stage, the researcher gave an example of *Hortatory* text entitled "Muslim Headscarf". After the students have read the text, in this stage, the

students were given some questions which were related to the text. The questions were the same questions as the questions proposed in the first cycle which were about what issue the author argues, the point of view of the author toward the issue discussed in the text whether the author agrees or disagrees toward the issue, the author's arguments to support his points of view, and the author's recommendation for the readers of the text. In this step, the students were required to think individually about the appropriate answers to the questions.

The students' condition was different from the situation in the previous cycle that the students still got confused about what should they did at this stage. This was because, in the material explanation, the explanation about how to implement the technique done more clearly than in the previous cycle. Instead of memorizing the sentences as answers provided in the text, the students write a small note of their answers. They tended to make their own answers by using their own words. Therefore, there were various answers from the students for each question.

The students' condition in this stage can be seen from the following field notes:

*Di dalam tahap think ini, para siswa diberi beberapa pertanyaan yang berkaitan dengan teks. Siswa membuat catatan kecil untuk jawaban atas pertanyaan-pertanyaan tersebut.*

In this step, students were given some questions which were related to the text. The students made small notes as the answers to the questions given.

Field notes 4, Thursday, 10<sup>th</sup> April 2014

## 2) *Pair*

After the students had been ready with their answers toward the questions proposed in the former step, the students were asked to have a discussion with their pairs. In this phase, the discussion ran better than the discussion held in the first cycle. There had been a good interaction among the students and between the students and the researcher as the teacher. Because they had already known what to do in this step, the process ran smoothly. The students were not ashamed to ask the researcher when they got any difficulties. The data can be seen in the following field notes:

*Di tahap pair, interaksi antar siswa dan antara siswa dengan guru lebih bagus. Guru lebih mudah mengawasi dan mendampingi siswa karena dibantu oleh guru Bahasa Inggris di kelas itu.*

In the pair step, the students' interaction among them and between them and their teacher seemed better. It was easier for the teacher to monitor and guide the students because he was assisted by the English teacher of the class.

Field notes 4, Thursday, 10<sup>th</sup> April 2014

## 3) *Share*

The students had a good enthusiasm to share their ideas. Most of them promote themselves to come in front of the class without the teacher asked them to do so. This was because the researcher had provided some rewards for the best group in sharing their ideas. The situation of the share stage on Cycle II can be seen from this following field notes:



*Pada tahap share, para siswa kelihatan semangat untuk maju ke depan kelas mempresentasikan hasil diskusi dengan pasangannya. Banyak siswa mengacungkan tangannya agar pasangannya dipanggil ke depan kelas.*

In the share step, the students seemed to be enthusiastic to come in front of the class to present the result of their discussion with their pairs. Most of the students raised their hands expecting that their pairs would be pointed by the teacher to share their ideas.

Field notes 4, Thursday, 10<sup>th</sup> April 2014

Just like the first cycle, the observations went further on whether the teaching and learning process was appropriate to cooperative learning principle or not. The cooperative learning principles used as the basis here were the principles proposed by Sanjaya (2009: 244-255). The results of the observations can be seen in the following section.

#### 1) *Positive Interdependence Principles*

For this principle, it can actually be seen that the students had implemented this better than they implemented in the previous cycle. In playing games also in implementing think-pair-share technique to comprehend texts, each member of the group tried his or her best for the group. This was because they realized that the success of a group is determined by the performance of each member of the group so that all members should have feeling of interdependence. This was also because they wanted that their group would be recognized and rewarded at the end.

## 2) *Individual Accountability Principles*

Individual accountability in this second cycle was in the form of the students' responsibility in terms of helping other students who need assistance, and actively participating in the group work processes. This principle then became the consequence of the first principle that all of the group members would do the best for the success of their group. The implementation of this principle could be seen when the students played games and did the task in groups. They help each other to fulfill the task.

## 3) *Face to Face Promotion Interaction Principles*

The activities in the second cycle gave opportunity to every member of the group to come face to face with and give information to each other. The activities could accommodate the students with the interaction among them. Here, the interactions among the students would provide valuable experience for every member of the group to work together, respect each difference, make use of each member's advantage, and take up the slack of each member.

## 4) *Participation Communication Principles*

The activities in the second cycle accommodated the students to communicate sharing their ideas to their friends either in games or in comprehending texts using think-pair-share technique.

#### d. Reflection

After conducting actions of Cycle II, the researcher made reflection to the actions. It was done a discussion with the English teacher in making some reflections. It aimed to fulfill the democratic and dialogic validity as mentioned in Chapter III. In creating reflection the researcher and the English teacher analyzed the observation class result and the interview transcript.

Based on the discussion, it could be seen that the actions that all the problems in the previous cycle could be overcome. As a consequence, the actions finally had improved the students' reading comprehension as well as their motivation and enthusiasm to follow reading classes. One of the evidence for this condition was the interview conducted to the English teacher after the implantation of the action had finished. The interview transcript is as follows:

- |    |  |
|----|--|
| R  | : <i>Oh ya Bu, menurut pendapat ibu, bagaimana implementasi Cycle II kemarin? (By the way, what do you think about the last implementation of Cycle II?)</i>   |
| ET | : <i>Sudah ada perkembangan Zal, dan saya rasa itu lebih baik dari yang sebelumnya. Dan kemampuan anak-anak untuk memahami teks bacaan juga lumayan lebih baik. (There had been an improvement, and I think it was better than before. Moreover, the students' ability to comprehend reading texts had also improved.)</i> |
| R  | : <i>Kalau motivasi siswa sendiri bagaimana menurut pendapat ibu? (How about the students' motivation, what do you think about that?)</i>  |
| ET | : <i>Kelihatan ko Zal kalau mereka semangat mengikuti kelas. Jadi menurut saya, motivasi siswanya juga meningkat. (It can be seen that the students were enthusiastic to follow the classes. Thus, I can conclude the the students' motivation had been increased too.)</i>  |

(Continued)

(Continued)

- R : *Kalau interaksi antar siswanya?* (How about the students' interaction, what do you think then?)
- ET : *Bagus ko, mereka juga mau tanya-tanya ke kamu juga. Berarti interaksi ke gurunya kan juga bagus.* (That was good. The students were also willing to ask some questions to you. Thus, the interaction between the students and the teacher was also good.)
- R : *Berarti kalau ini dijadikan cycle terakhir bagaimana, Bu?* (What do you think if this cycle becomes the last cycle?)
- ET : *Iya nggak apa-apa, siswa juga saya lihat sudah pada bisa. Tapi sebaiknya kamu wawancara lagi beberapa siswa. Kamu tanya saja apakah mereka sudah bisa. Biar tambah yakin aja Zal. Kalau menurut saya sih mereka sudah bisa.* (It's no problem. I see that most of the students could comprehend reading texts using TPS. But then, I think you need to interview some students. Just to make sure that they really can do that.)
- R : *Oke, Bu. Terimakasih banyak ya Bu.* (I will, Ma'am. Thank you very much)
- ET : *Sama-sama.* (You're welcome)

Interview 5, Thursday, 10<sup>th</sup> April 2014

Based on the English teacher's suggestion, an interview was held toward some students. From the interview result, it can be seen that the technique used in the teaching and learning process can improve the students' ability in comprehending texts and students' motivation and enthusiasm in following reading classes. This is shown in the following interview transcript.

- R : *Kemarin kalian belajar memahami teks pakai TPS itu gimana dek?.* (What do you think about our lessons using TPS to comprehend reading texts?)

(Continued)

(Continued)

- S1 : *Seru deh, Mas.* (It was fun.)  
 S2 : *Rame sih, Mas.* (It was interesting.)  
 S3 : *Kalau ake sih enak, Mas.* (I enjoyed it.)  
 R : *Kalian masih merasa kesulitan tidak pas menggunakan TPS?* (Do you still find any difficulties in using the technique?)  
 S2 : *Ngga, Mas. Udah dong sekarang.* (No, I don't. I had understood well now.)  
 S3 : *Ngga susah sih Mas sebenarnya.* (It was not difficult actually.)  
 R : *Berarti TPS membantu kalian dalam memahami teks dong?* (Does TPS help you in comprehending texts?)  
 S2 : *Iya Mas, kan akhirnya kita menyamakan pikiran kita sama teman-teman yang lain tentang teks itu.* (Yes. It was because we finally discussed the text with other students.)  
 S1 : *Iya, jadi gampang memahaminya.* (Yes, I agree. It made me easy to comprehend texts.)  
 S2 : *Ngga, Mas. Udah dong sekarang.* (No, I don't. I had understood well now.)  
 R : *Kalau TPS memotivasi kalian tidak dalam belajar memahami teks?* (Does TPS motivate you in reading class?)  
 S2 : *Ya, Mas. Jadi semangat.* (Yes, it does. I became more enthusiastic.)  
 S3 : *Jadi asyik kalau bareng-bareng gitu, Mas.* (It made the learning process more interesting if we could share like that.)

Interview 6, Thursday, 10<sup>th</sup> April 2014

The interview transcript above made the researcher surer that TPS had really improved the students' reading comprehension and the students' motivation toward reading lessons. That was why this second cycle became the last cycle in this research. In addition, to strengthen the researcher's findings, it was done a post-test of reading comprehension. Just like the pre-test, the post-

test was in the form of multiple choice tests. It consisted of 30 items and it was carried out in a period of 75 minutes.

### **C. Research Findings and Discussions**

In this part, the findings based on the discussion of each Cycle I, and Cycle II will be discussed. The findings of this research consist of qualitative and quantitative data. The qualitative data consist of the general findings of the actions, while the quantitative data includes the students' reading scores. The following section is the qualitative data of the study.

First of all, think-pair-share as one technique to implement cooperative learning is believed to change students' behavior in the class. It can decrease the level of students' misbehavior during teaching and learning process. Implementing group discussion in the class encouraged students to take role in the discussion. It allowed students to speak and communicate their ideas. The discussion encouraged students to be active in the learning activity. It decreased students' misbehavior like having chit-chat, drawing, and operating their mobile phones during the teaching and learning process.

Second of all, think-pair-share technique is believed to improve students' motivation in joining English lesson. The discussion activity in the pair step made students more confident in comprehending the text. They did not feel that the reading activity was difficult to do, because they shared with their friends and helped each

other. Students felt that it was easier to comprehend the text using think-pair-share technique. It made the students more motivated in reading activity.

After that, think-pair-share technique is believed to improve interaction in the class. The activities of this technique include group discussion. These activities allowed students to interact with their classmates. They needed to interact with their classmates to make some agreements. It also improved the interaction between the teacher and the students. The teacher interacted closely with the students when he gave guidance and assistance during the discussion activities.

Lastly, think-pair-share technique is believed to improve the students' reading comprehension. Previously, students found many difficulties in comprehending the text. Students read the text only by translating it, but now they did not need to do that. They were able to use the questions provided by the teacher as guidance to help them to find the content of the text, use the pair and share stages to make sure that what the students believe to be the content of the text is right and appropriate with the other students' thoughts. In other words, they could comprehend a text better than they did before.

On top all of these, there were some good suggestions related to the problems which emerged on the implementation. First, the teacher should give clear explanation and many of examples to make students understand to the think-pair-share stages and how to apply it in comprehending texts. Second, the teacher should give effective guidance and assistance during the group discussion. The last, the

teacher should manage the class well, in order that the discussion activities run well.

The summary of findings is presented in the following table.

**Table 1: The description of the findings during the actions**

No.	Pre-Condition	Cycle I	Cycle II
1	Students were not enthusiastic in joining reading activities in the teaching and learning process. This could be seen by the situation in the first class observation conducted by the researcher. At that time, the students tended to do some activities other than paying attention to the teacher and carrying out the reading activities. They had chit-chat with their friends, drew pictures, or even operated their mobile phones.	Some of the students were not enthusiastic and did not enjoy the reading activities provided by the teacher. The students still got confused about the think-pair-share technique. They still did not know what they should do in each stage. The students joined the activities provided by the teacher if the teacher assisted them.	Most of the students were active and enthusiastic in joining the reading activities provided by the teacher. They had understood well about the concept of the think-pair-share technique and they had already known how to apply each stage. The students were not afraid to ask to the teacher if they got problems.

(Continued)



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No.	Pre-Condition	Cycle I	Cycle II
2	Students got difficulties in understanding the content of the text. This was under the reason that they did not get any guidance (i.e. questions provided by the teacher) to help them comprehend some texts.	Some students successfully made use the questions provided by the teacher as guidance to comprehend some texts. Therefore, they did not get as many difficulties as they got previously.	Most of the students successfully made use the questions provided by the teacher as guidance to comprehend some texts. Therefore, they did not get as many difficulties as they got previously.
3	Most of the students were not confident of their comprehension toward some texts.	Some of the students were confident enough of their reading comprehension because they share their ideas with their friends. Therefore, they could make an agreement about their ideas related to the texts.	Most of the students were confident enough of their reading comprehension because they share their ideas with their friends. Therefore, they could make an agreement about their ideas related to the texts.
4	Students were not familiar with some reading strategies.	Some of the students knew one of reading strategies called think-pair-share although they did not know how to implement it.	Most of the students had already mastered the think-pair-share technique and made use of it.
5	Students did not enjoy the reading activities provided by the teacher.	Students felt little bit free and enjoyed the reading activities provided by the teacher.	Students felt freer and enjoyed the reading activities provided by the teacher.

(Continued)

(Continued)

No.	Pre-Condition	Cycle I	Cycle II
6	Most of the students interacted only with their close friends and rarely had interaction with their teacher during the teaching and learning process.	Some students tended to interact not only with their close friends and try had interaction with their teacher during the teaching and learning process.	Most students tended to interact not only with their close friends and had interacted with their teacher during the teaching and learning process.

Actually, the research was focused on improving students' reading comprehension through the implementation of the cooperative learning method using think-pair-share technique. The findings showed that the technique was successful in improving students' reading comprehension of grade XI IPA 2 students of SMA N 1 Pracimantoro. The research was carried out in two cycles. Here, the students were asked to work in groups in applying some stages in think-pair-share. Some activities in the teaching and learning process allowed students to work together and share their ideas. Based on the finding, the technique helped students in comprehending the text as it is proved by Eko Abdurrahman and Andik in their research.

Conducting TPS as a cooperative learning strategy also gave all students chance to be active and take their role in the learning process in practicing reading comprehension. This was just like what Sanjaya (2009: 249-251) describes that the cooperative learning can help empower all the learners to take more responsibility in the teaching and learning process. Therefore, all of students were free to learn and had a chance to practice their reading comprehension. The technique also engaged the

students and allowed quiet students to share their ideas without having to stand out from their pairs. This finding was in line with Bell (1998) in the sense that he concludes one of the benefits gained from TPS technique is that it engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.

In addition, using cooperative learning method of think-pair-share made students become more motivated in joining the reading activities because they could work together with their friends. Here, students had to socialize with their friend in the learning process. In other words, this technique improved students' interaction in the class. This proves one of the advantages of cooperative learning as proposed by Sanjaya (2009: 249-251) that the interaction that takes place during the cooperative learning process can improve students' motivation.

Furthermore, the activities also focused on students' attention on having discussion with their friends. It means that TPS could decrease the students' undesirable behavior. This finding is in line with Sanjaya's (2009: 249-251) argument that cooperative learning is a strategy that is powerful enough to improve academic achievement as well as social skills, including developing their self-esteem, positive interpersonal relationships, time management skills, and positive attitude toward school.

Lastly, implementing TPS helped students in comprehending a text. Students could comprehend the text better than they did before after they applied the reading strategies. It meant that the reading strategy of TPS was helpful in improving students

reading comprehension as it is stated by Bell (1998) that one of TPS scopes is reading. He suggests that think-pair-share strategy can be used to enhance discussions about specific information included in the written texts.

As what has been said before, the quantitative data was derived from the students' reading comprehension scores. The scores were based on the pre-test and post- test that had been done before and after the implementation of the actions. The students' scores can be shown in the following table.

**Table 2: The students' reading comprehension scores**

Tests	Number of Students	
	Score $\leq 65$	Score $\geq 65$
Pre-test	28	4
Post-test	0	32

On the first cycle, there were only four students or 12.5% of the total number of students who could pass the passing grade of 65. At that time, the average score of the students' reading comprehension was 5.73. However, it can be seen from the table above that all of the students could pass the passing grade when they had done with the post-test. In addition, the average score of the students' reading comprehension improved from 5.73 to 7.79.

The score result of the pre-test and post-test above was then compared of its mean to see the improvement of the students' reading comprehension scores. T-test

was used to analyze the mean scores by using SPSS program. The finding is presented on the following table.

**Table 3: The result of the t-test for equality pre-test and post-test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-2.06375	.86022	.15207	-2.37389	-1.75361	-13.571	31	.000

The table above shows that the improvement of students score from the pre-test to the post-test was significant. It can be seen from data significance which is not more than 0.05 ( $P < 0.05$ ). The table also shows that the mean of students' reading comprehension score increased 2.06. The following table describes it more clearly.

**Table 4: The comparison of pre-test and post-test mean**

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	5.7281	32	.89353	.15796
	Posttest	7.7919	32	.32531	.05751

The table shows that the mean of students' scores in the pre-test was 5.73, and the mean of the students' scores in the post-test was 7.79. This means that the mean

of the students' reading comprehension scores increased. In other words, the students' reading comprehension had improved.

Summarizing all the discussion above, based on the qualitative and quantitative data analysis, the researcher's hypothesis of this research that the implementation of cooperative learning strategy of think-pair-share can enhance reading comprehension of the students of grade XI, SMAN 1 Pracimantoro had been proven.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The research findings and the discussion in Chapter IV showed that reading comprehension of Grade XI IPA 2 students of SMA N 1 Pracimantoro improved through the implementation of the cooperative learning method using think-pair-share technique. The actions were carried out in two cycles. On Cycle I, the activity was focused on introducing the text and the technique to the students. The activity included in material explanation; learning in groups by applying think-pair-share technique, assessment, and team recognition. In the second cycle, the activities were the same as those in the previous cycle, but the activity was focused on the implementation the three stages to improve the students' reading comprehension. All of the activities could finally improve the students' reading comprehension. It was also supported by the improvement of the students' score of reading comprehension. The students' mean score increased from 5.73 to 7.79. Besides that, there were other aspects of students that also changed after the actions. Those aspects are:

1. Students' attitude towards reading comprehension

Students had changed their perception of reading comprehension. Based on the interview they said that learning English especially reading comprehension was

fun. They added that they became more motivated in learning, because they did not get any difficulties in comprehending a text.

## 2. Students' motivation towards the reading class activities

Students became more enthusiastic in joining the reading class activities. They said that the think-pair-share technique helped them in comprehending the text, so that they became more motivated in reading the text. Moreover, the discussion group allowed students to share their idea. Students helped each other in working with the text.

## 3. Students' behavior in the class

Most students were active in the reading class activities. There were no students who chatted with their friends, operated their mobile phones or drew during the teaching learning process. They were busy in their discussion activity.

## 4. Interaction among the students

Previously, students only interacted with their close friends when they worked in groups. Now, students had kindness to have discussions with any of students. Furthermore they did not reject to have discussions with students in mixed gender.

Besides that, there were also changes that happened on the researcher and the collaborator's behavior. Those are as follows.

### 1. The collaborator's behavior

The collaborator had an experience of conducting action research. She also had experience in handling misbehavior students. She had learnt how to manage the



students. She will improve her competency to be a good teacher in the future.

## 2. The researcher's behavior

After doing this research, the researcher had knowledge in teaching students, especially teaching reading comprehension. The researcher realized that preparation was very important to do. Therefore, he learnt how to apply the think-pair-share first before he explained and modeled it to the students. He also understood that adapting to the students' character is a must to do. Furthermore, he had learnt how to be patient of students' misbehavior and to manage them. Finally, he learnt that building students' confidence is very important.

## **B. Implications**

The research findings showed that reading comprehension of grade XI IPA 2 students of SMA 1 Pracimantoro improved. The improvement could be reached after carrying out the actions during the teaching learning process. Through the implementation of some interesting activities during the actions, the students finally got better reading comprehension. They enjoyed applying each stage of the technique used by the researcher, that is, think-pair-share technique. They thought that the technique really helped them in comprehending reading texts. Finally, they also became more motivated in joining any reading classes. The implications of this research can be seen from following section:

1. Using think-pair-share technique was effective in increasing the interaction among the students and between students and the teacher. It allowed the interaction among the students by holding the discussion group. It also allowed the interaction between the teacher and the students by holding a class discussion.
2. Applying TPS could improve the students' enthusiasm and motivation in joining reading classes. This technique includes one of the new ways to hold reading activities. Therefore, the students would not get bored as if the teacher only gives the same activities in the reading classes.
3. Holding a team teaching was effective in handling group discussions. It allowed students to get more assistance and guidance in applying the think-pair-share technique.
4. Giving reward to the most prominent group was effective to increase students' motivation and decrease students' misbehavior. It made students more motivated in joining reading activities. They competed for the rewards and to avoid punishment. Furthermore, it made students worked more seriously in applying the discussion and they did not disturb other groups.

### **C. Suggestions**

Based on the conclusions and implications above, some suggestions will be directed to the English teacher, and other researchers.

### 1. To English teachers

English teachers should be more creative in choosing the activities. The teachers should know what students need to improve students' weakness. If they want to use the think-pair-share technique, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that will influence students' motivation in reading.

### 2. To other researchers

The other researchers who want to conduct the research using the think-pair-share technique should understand the technique first. They should be able to apply TPS stages before they explain it to the students. They also should give clear explanations, examples, and model to the students. In addition, this technique can be used not only to carry out reading lessons, but also other subjects such as writing, science, and social studies as mentioned in the literature review.

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# **APPENDICES**

**APPENDIX A:**  
**OBSERVATION**  
**SHEET & FIELD**  
**NOTES**



### Observasi Kelas sebelum Impementasi

Hari : Senin

Tgl : 10 Maret 2014

Waktu : 12.15-13.45

Tempat: SMA N 1 Pracimantoro

No.	Aspek yang diamati	Deskripsi hasil pengamatan
A.	Perangkat pembelajaran	
	1. Kurikulum Tingkat Satuan Pembelajaran (KTSP)	Guru mengajar dengan berpedoman pada KTSP.
	2. Silabus	Silabus dibuat sebagai pedoman pembuatan RPP.
	3. Rencana Pelaksanaan Pembelajaran	RPP dibuat berdasarkan SK/KD pada semester tersebut dengan materi Exposition text.
B.	Proses Pembelajaran	
	1. Cara membuka pelajaran	Guru membuka pelajaran dengan mengucapkan salam dan menyapa siswa.
	2. Cara menyampaikan materi	Guru menyampaikan materi dengan membangun pengetahuan siswa tentang Exposition text, kemudian guru member penjelasan dengan menuliskan pengertian, generic structure, feature dan fungsi dari narrative text.
	3. Cara menyampaikan teks	Guru menyampaikan text dengan memberikan selembat kertas yang berisi text dan soal latihan. Guru membacakan text untuk siswa.
	4. Cara memberikan contoh dalam memahami teks	Guru tidak memberikan contoh.
	5. Cara memahami isi bacaan dalam teks	Guru meminta siswa mencari kata sulit dikamus, jika siswa masih bingung siswa diminta melihat konteks pada text tersebut.

6. Cara mengecek (mencari tahu) pemahaman siswa	Guru bertanya apakah siswa memiliki pertanyaan atau tidak setelah guru memberi penjelasan.
7. Hal yang dilakukan jika tidak ada siswa yang bertanya	Guru tidak memberikan penjelasan lebih lanjut dan melanjutkan ke aktivitas yang lain.
8. Cara memberikan latihan soal	Guru memberikan latihan soal dalam selembar kertas dan meminta siswa mengerjakan.
9. Cara mendampingi siswa dalam mengerjakan soal	Guru berkeliling ruang kelas untuk melihat pekerjaan siswa, dan membantu siswa yang bertanya.
10. Hal yang dilakukan jika siswa meminta penjelasan kembali mengenai materi	Guru memberikan penjelasan.
11. Hal yang dilakukan jika siswa bertanya mengenai arti dari sebuah kosakata	Guru meminta siswa membuka kamus, saat siswa tidak mengerti guru memberitahukan arti kata tersebut.
12. Cara menjelaskan atau memahami latihan soal pada siswa yang mengalami kesulitan dalam mengerjakannya	Guru mengartikan perintah mengerjakan pada lembar soal.
13. Hal yang dilakukan jika ada siswa yang tidak mau mengerjakan latihan soal	Guru menegur siswa dan meminta siswa tersebut mengerjakan.
14. Cara memotivasi siswa	Guru memberi reward dengan memuji siswa.
15. Cara guru membangun interaksi dengan siswa	Guru berkeliling saat siswa mengerjakan latihan soal.
16. Cara guru membangun interaksi antara siswa dengan siswa	-
17. Cara guru membangun kerjasama antara siswa dengan siswa	Guru memperbolehkan siswa saling membantu dengan teman sebangku dalam mengerjakan soal latihan.
18. Cara mengoreksi atau memeriksa pekerjaan siswa	Guru menunjuk siswa untuk menulis jawaban mereka di papan tulis.

C.	19. Cara mengevaluasi pekerjaan siswa	Guru bertanya tentang kesulitan siswa dalam mengerjakan soal latihan.
	20. Cara mengevaluasi pelajaran	Guru melakukan tanya jawab dengan siswa terkait pelajaran dan kesulitan siswa dalam memahami materi pelajaran.
	21. Cara menutup pelajaran	Guru memimpin berdoa dan mengucapkan salam.
C.	Perilaku siswa di dalam kelas	
	1. Perilaku siswa saat guru member salam (membuka pelajaran)	Sebagian besar siswa merespon dan membalas salam dari guru.
	2. Perilaku siswa saat guru menyampaikan materi	Hanya sebagian siswa yang memperhatikan, siswa lain sibuk menggambar, mengobrol, dan mengoperasikan hand phone mereka.
	3. Perilaku siswa saat guru memberikan contoh	Hanya sebagian siswa yang memperhatikan, siswa lain sibuk menggambar, mengobrol dan mengoperasikan hand phone mereka.
	4. Perilaku siswa saat guru menanyakan kesulitan siswa	Siswa tidak mengambil kesempatan tersebut untuk bertanya.
	5. Perilaku siswa saat guru memberikan latihan soal	Beberapa siswa tampak malas untuk mengerjakan.
	6. Perilaku siswa saat guru mendampingi siswa dalam mengerjakan latihan soal	Hanya beberapa siswa yang meminta bantuan pada guru.
	7. Perilaku siswa saat guru menanyakan kesulitan siswa	Siswa tidak bertanya dan mengatakan bahwa mereka sudah bisa.
	8. Perilaku siswa saat guru mengoreksi atau memeriksa pekerjaan siswa	Guru harus menunjuk siswa, agar siswa mau maju ke depan untuk menulis jawaban mereka di papan tulis. Beberapa siswa tidak memperhatikan saat guru memberi koreksi pada pekerjaan mereka.
	9. Perilaku siswa saat guru mengevaluasi pekerjaan siswa	Hanya beberapa siswa yang merespon, mereka juga tidak mengambil kesempatan tersebut untuk bertanya.

	10. Perilaku siswa saat guru mengevaluasi pelajaran	Hanya beberapa siswa yang menjawab dan merespon pertanyaan dari guru.
	11. Perilaku siswa saat guru menutup pelajaran	Siswa membalas salam dari guru, namun ada beberapa siswa yang sibuk mengobrol.

## FIELD NOTE GUIDELINE

Date :

Time :

Notes :

[illegible]

### FIELD NOTE 1

Day/ Date : Thursday/ 13<sup>th</sup> of March 2014

Time : 07.15 - 08.45

Notes :

R dan ET masuk kelas, saat itu anak-anak sedang gaduh dan beberapa anak masih diluar kelas. Lalu ET meminta anak-anak yang berada di luar kelas untuk segera masuk. Kemudian ET memulai kelas dengan menanyakan keadaan siswa, berdoa dan mengecek kehadiran siswa. ET memulai pelajaran hortatory text dengan bertanya dulu kepada anak-anak, apakah siswa pernah dengar tentang hortatory text dan contohya apa saja. Beberapa anak menjawab dengan benar. Kemudian ET menjelaskan susunan, ciri-ciri, dan tujuan dari narrative text kepada siswa. ET sesekali bertanya apakah siswa memiliki pertanyaan dan masih bingung dengan penjelasan yang disampaikan oleh ET. Sebagian besar siswa memperhatikan namun ada juga yang mengobrol dengan siswa lain. Setelah ET selesai menjelaskan tentang hortatory text, siswa mencatat materi yang ET sampaikan tadi. ET bertanya apakah siswa sudah selesai mencatat dan siswa menjawab belum, maka ET menunggu 5 menit. Kemudian setelah siswa selesai mencatat, ET membagikan text yang diikuti dengan pertanyaan singkat tentang text kepada siswa. Kemudian ET bertanya judul text. Hanya beberapa siswa yang menjawab. Kemudian ET kembali bertanya nama bagian-bagian dari teks tersebut dan dijawab oleh beberapa siswa. Kemudian ET meminta siswa untuk membaca tesk dan mencari kata-kata sulit yang ada pada text.

Saat siswa diminta membaca teks beberapa mereka mengobrol dan tidak membaca tesk dan melakukan hal lain seperti menggambar. Kemudian ET menegur siswa-siswa tersebut, dan siswa kembali membaca. Lalu ET meminta siswa maju ke depan dan menuliskan satu kata sulit. Siswa maju ke depan dan menuliskan kata-kata sulit yang mereka temukan di papan tulis. Siswa menulis hampir semua kata yang ada di dalam tesk. Untuk selanjutnya ET menunjuk siswa untuk menulis satu kata sulit. Selanjutnya ET kembali menunjukkan siswa untuk menuliskan setiap arti kata dari kata sulit yang siswa tulis di papan tulis tadi. Satu anak diminta mengartikan satu kata. Saat ada siswa yang salah mengartikan ET mengajak siswa untuk mengecek bersama-sama arti kata tersebut dengan melihat konteks yang ada pada teks dan melihat arti lain pada kamus yang sesuai dengan konteks pada text pada kamus siswa. Setelah siswa selesai mengartikan kata. ET meminta siswa untuk mencatat kata-kata tadi. Siswa mencatat sambil mengobrol dan bercanda dengan teman mereka. Beberapa menit kemudian ET bertanya apakah siswa sudah selesai mencatat. Beberapa siswa menjawab belum, maka ET menunggu beberapa menit lagi. Setelah siswa selesai mencatat ET meminta siswa mengerjakan soal. Siswa mengerjakan soal sambil mengobrol dan bercanda dengan teman-teman mereka. Siswa mengerjakan sambil membuka kamus dan kamus elektronik seperti Alfalink dan hand phone untuk mengetahui kata-kata sulit. ET berkeliling kelas untuk melihat bagaimana siswa mengerjakan latihan soal. ET juga membantu siswa yang bertanya. Beberapa menit kemudian ET bertanya apakah siswa sudah selesai mengerjakan soal dan beberapa menjawab belum. Setelah semua siswa selesai mengerjakan, ET menunjuk satu per

satu siswa untuk menuliskan jawaban mereka di papan tulis. Kemudian ET mengajak siswa untuk membahas jawaban mereka. Jika ada jawaban yang tidak sesuai ET mengajak siswa untuk membaca kembali tesk dan mencari jawabanya bersama-sama. ET juga memberi koreksi pada grammar yang salah. Setelah itu ET menyimpulkan apa yang dipelajari hari itu dengan bertanya pada siswa. Namun hanya sedikit siswa yang menjawab. Kemudian ET mengevaluasi pelajaran dengan bertanya kesulitan siswa dalam mempelajari hortatory text. Siswa menjawab bahwa mereka tidak ada kesulitan dalam mempelajari materi tersebut. Kemudian ET menutup pelajaran dengan berdoa dan mengucapkan salam. Siswa keluar kelas sambil bersalaman dengan ET.



## FIELD NOTE 2

Day/ Date : Thursday/ 27<sup>th</sup> of March 2014

Time : 07.15 - 08.45

Notes :

- Siswa memasuki tahap think. Di dalam tahap think ini, para siswa diberi beberapa pertanyaan yang berkaitan dengan teks. Siswa menulis pertanyaan-pertanyaan yang diberikan oleh guru dan mencoba mencari jawaban atas pertanyaan tersebut di dalam teks. Siswa mencoba menghafal jawaban-jawaban tersebut sebagai bahan diskusi yang akan diadakan di tahap berikutnya.
- Siswa memasuki tahap pair. Di tahap pair, siswa dipasangkan dengan teman sebangkunya untuk mendiskusikan jawaban yang telah mereka dapatkan di tahap sebelumnya. Di tahap ini, diskusi tidak berjalan sesuai apa yang diharapkan. Para siswa tidak teks.berdiskusi melainkan bersama-sama mencari jawaban yang disediakan yang ada di teks. Mereka memberikan tanda pada jawaban-jawaban yang ada di dalam teks.
- Di tahap share, guru secara acak memanggil pasangan siswa untuk maju ke depan kelas mempresentasikan hasil diskusi yang dilakukan di tahap sebelumnya. Semua pasangan membawa teks ke depan kelas. Maka dari itu, siswa terlihat lebih ke membaca daripada membagikan dan mempresentasikan jawaban. Diskusi setelahnya juga tidak berlangsung baik karena kebanyakan siswa memiliki jawaban yang sama kata-katanya, yaitu jawaban yang sudah tersedia di dalam teks.

**FIELD NOTE 3**

Day/ Date : Thursday/ 3<sup>rd</sup> of April 2014

Time : 07.15 - 08.45

Notes :

Dalam tahap penjelasan materi (material explanation, guru selalu menanyakan “apakah sudah jelas?” kepada para siswa setelah memberikan penjelasan. Jika para siswa menjawabnya dengan “jelas”, guru memberikan pertanyaan umpan balik kepada siswa. Dengan begitu, siswa bertanya jika mereka kurang jelas. Beberapa pertanyaan diajukan oleh siswa, seperti, “kalau pas share bisa bawa catatan ngga, Mas?”

**FIELD NOTE 4**

Day/ Date : Thursday/ 3<sup>rd</sup> of April 2014

Time : 07.15 - 08.45

Notes :

- Di dalam tahap think ini, para siswa diberi beberapa pertanyaan yang berkaitan dengan teks. Siswa membuat catatan kecil untuk jawaban atas pertanyaan-pertanyaan tersebut.
- Di tahap pair, interaksi antar siswa dan antara siswa dengan guru lebih bagus. Guru lebih mudah mengawasi dan mendampingi siswa karena dibantu oleh guru Bahasa Inggris di kelas itu.
- Pada tahap share, para siswa kelihatan semangat untuk maju ke depan kelas mempresentasikan hasil diskusi dengan pasangannya. Banyak siswa mengacungkan tangannya agar pasangannya dipanggil ke depan kelas.

**APPENDIX B:**  
**INTERVIEW**  
**GUIDELINES &**  
**TRANSCRIPTS**

## **INTERVIEW GUIDELINES**

### **Interview Guideline before Implementation**

#### **A. Interview guideline for the English teacher**

1. What do you think about reading comprehension of XI IPA 2 students?
2. What are their weaknesses of reading comprehension?
3. What are students' difficulties in reading comprehension?
4. How students' attitude toward reading an English text?
5. How students' attitude in the teaching learning process?
6. Do students read the text use the reading strategies?
7. Do the discussion often held in the class?
8. What kind of activities do you think to help students in comprehending the text?
9. What do you think about the use of *Think-Pair-Share* to improve students' reading comprehension?

#### **B. Interview guideline for students**

1. What is your experience of learning English?
2. Do you like reading an English text? Why?
3. What are your weaknesses of reading an English text?
4. What problems or difficulties do you get when you reading an English text?
5. How did you solve your problem? Did it work?

6. Have you ever practice reading strategies (skimming, scanning, predicting, questioning, etc) when you reading an English text?
7. Have you ever discuss with your friends or the teacher when you are practicing comprehending an English text?
8. How do you usually reading an English text?
9. Does the way help you in comprehending the text?

### **Interview Guideline after the Implementation**

#### **A. Interview guideline for the English teacher**

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the students' motivation?
4. What do you think about students' confidence in learning process?
5. What do you think about the interaction between students and students?
6. What do you think about the interaction between students and the teacher?
7. What do you think about the reward?
8. What is your suggestion for the next implementation?

#### **B. Interview guide for students**

1. What do you think about the learning activity today?
2. What do you think about reading a text using reading techniques of TPS?
3. Did the reading techniques of TPS help you in comprehending the text?

4. Did you get difficulties in applying the technique?
5. Does TPS motivate you to comprehend the text?
6. Do you confidence in comprehending the text by TPS?
7. What do you think about the discussion?
8. Did you enjoy the discussion?
9. What did you feel when you discuss the text?
10. Did the reward motivate you? What do you think about it?

## INTERVIEW TRANSCRIPTS

### Interview transcript 1

**Thursday, 13<sup>th</sup> March 2014**

**Classroom**

**R : Researcher**

**S : Student**

R : Pagi, Dek. Boleh mengganggu sebentar?

S : Boleh- boleh mas. Tapi bayar ya? Hahaha.

R : Udah, kamu minta apa *wis*. Lansung saja ya, nama kamu siapa?

S : Nama saya Desi.

R : Bisa ceritakan pengalaman kamu belajar bahasa Inggris.

S : Yo.. belajar bahasa Inggris sie, sulit-sulit mudah ya mas. Kalau buat ngapalin rumus terus arti-arti dalam kamus itu aku kurang bisa, jadi ya setengah sulit mungkin kalau kata-kata dasar masih bisa tapi kalau yang sulit-sulit itu masih agak susah.

R : Kalau belajar bahasa Inggris kamu suka nggak?

S : Ya suka.

R : Kalau belajar membaca teks untuk memahami isi teks itu kamu ada kesulitan nggak?

S : Mungkin kalau yang kata-katanya nggak tahu mungkin kesulitannya di situ, yang nggak tahu artinya itu.

R : Kalau selain tadi ada lagi nggak?

S : Mungkin selain dalam artinya, mungkin kalau ada penulisan kata yang tidak diketahui.

R : Terus kalau kesulitan kayak gitu kamu gimana?



- S : Ya kalau lagi nggak ulangan ya tanya teman atau buka-buka kamus cari artinya apa, tapi kalau lagi ulangan ya nggak bisa apa-apa.
- R : Cara kamu tadi cukup membantu nggak?
- S : Cukup membantu.
- R : Kalau kesulitan lain lagi ada nggak?
- S : Ya itu tadi mas memahami arti.
- R : Kalau mencari main idea gitu susah nggak?
- S : Iya susah lah mas, itu kan aku harus paham dulu artinya kan mas.
- R : Kalau di kelas pernah diadakan kegiatan diskusi tidak untuk belajar membaca untuk memahami teks?
- S : Pernah
- R : Udah sering belum?
- S : Ya nggak sering sie mas tapi pernah.
- R : Itu kegiatan diskusinya seperti apa?
- S : Ya misalnya kita nanti di kasih bacaan terus kita di suruh memahami isinya itu, terus nanti kita dikasih pertanyaan.
- R : Kalau dalam memahami isi teks tadi gimana? Apakah guru menyampaikan bagaimana cara memahami isi teks atau kalian memahami teks dengan cara kalian sendiri?
- S : Ya kita pakai cara kita sendiri mas, soalnya kalau pakai cara guru belum tentu kita bisa.
- R : Jadi pernah nggak disampaikan teknik membaca seperti *predicting*, *skimming*, *scanning* gitu oleh guru tidak?
- S : Belum mas.
- R : Jadi dalam diskusi tadi tidak dipraktikkan teknik membaca ya, terus bias saya gimana?
- S : Ya biasanya kalau ada yang salah dibenerin gitu mas.
- R : Kalau kamu sendiri baca teks biasanya gimana?

- S : Kalau aku baca dulu terus kalau ada yang *ngga* bisa aku buka kamus atau *google* gitu mas.
- R : Cara tadi cukup membantu nggak?
- S : Membantu sie mas.
- R : Sepertinya sudah cukup , makasih banyak ya.
- S : Ya mas.

### Interview transcript 2

**Thursday, 13<sup>th</sup> April 2014**

**Teachers' Room**

**R : Researcher**

**ET : English Teacher**

R dan ET sebelumnya sudah sepakat untuk bertemu pukul 10.00 di sekolah. P tiba di sekolah pukul 09.30. Pada saat itu guru masih mengajar jadi P menunggu selama 30 menit. Setelah pukul 10.00 P dan T bertemu di ruang guru. P bercakap sebentar dan memulai wawancara.

R : Selamat pagi Bu.

ET : Pagi Rizal, gimana kabarnya? *Long time no see*. Hehe

R : *Alhamdulillah, wilujeng* Bu Choleta. *Panjenengan pripun?*

ET : Saya juga baik. Gimana, jadi mau penelitian di sini?

R : Iya bu, jadi. Ibu ini lagi repot tidak? Mengajar lagi tidak bu setelah ini? Saya mau menanyakan beberapa hal tentang kelas XI IPA 1, bisa ndak Bu?

ET : Saya ngajar lagi nanti jam terakhir kok mbak, jadi nyantai aja mbak. Silahkan mau nanya apa.

R : Begini Bu, kalau menurut Ibu bagaimana kemampuan Bahasa Inggris anak kelas XI IPA 2 Bu, terutama dalam membaca pemahaman?

- ET : Kalau menurut saya, sebenarnya beberapa atau lebih dari separo dari mereka ada yang bisa dan punya motivasi belajar Bahasa Inggris, cuma ada beberapa anak yang secara kemampuan dan motivasinya kurang.
- R : Apa karena mereka kurang kemampuan jadi tidak termotivasi atau bagaimana Bu?
- ET : Ya mungkin lingkungan juga mempengaruhi ya, mungkin ada permasalahan di keluarga juga, tapi secara keseluruhan motivasinya juga kurang mungkin harus di variasikan belajarnya begitu. Tapi karena saya mengajar banyak kelas di sekolah jadi tidak fokus untuk mempraktikkan metode tertentu.
- R : Tadi kan menurut Ibu kemampuan membaca anak itu masih kurang, itu disebabkan oleh apa Bu?
- ET : Ya itu *lack of vocabulary*, arti kata- kata yang *simple* saja masih ada yang tidak tahu, harusnya mereka bisa karena kata itu sudah sering muncul di soal.
- R : Kalau menurut Ibu selain *vocabulary* kelemahan siswa apa lagi Bu?
- ET : Dalam memahami, *reading comprehension* ya, secara *grammar* juga masih lemah. Itu saling berkaitan ya. Itu kalau memahami juga harus diberitahu. Seperti kata kerjanya yang mana, begitu.
- R : Kalau mencari main idea siswa juga kesulitan tidak Bu?
- ET : Iya mereka masih bingung kalau harus mencari main idea mbak, apalagi kalau tesaknya bagi mereka susah yang vocabnya tidak tahu jadi tambah males. Tapi biasa saya suruh buka kamus dulu mas.
- R : Apakah Ibu pernah mencoba untuk memperbaiki permasalahan siswa tersebut Bu?
- ET : Ya biasanya saya drilling vocabulary kalau pelajarannya cuma satu jam pelajaran. Ya saya juga ingin mencoba metode lain lagi tapi belum sempat terlaksana, sudah harus fokus ke kelas XII nya juga.
- R : Itu cukup berhasil tidak Bu?
- ET : Kurang, karena siswa kalau udah selesai belajarnya pada lupa mas.

- R : Kalau sikap siswa sendiri bagaimana Bu dalam kegiatan membaca, apakah mereka cukup tertarik dan termotivasi atau malas?
- ET : Biasanya kalau reading itu hal membosankan, kalau kita tidak punya cara dalam menyampaikan siswa akan malas.
- R : Kalau sikap siswa sendiri bagaimana Bu pada saat pelajaran apakah mereka suka jalan-jalan sibuk sendiri atau bagaimana Bu?
- ET : Ya, mereka hanya suka ngobrol, kadang- kadang harus ditegur dulu supaya memperhatikan.
- R : Mereka mau terlibat aktif dalam kegiatan atau tidak?
- ET : Ya mereka ada yang mau, yang males-malesan juga ada.
- R : Kalau dalam kegiatan membaca apakah siswa sudah membaca dengan menggunakan teknik *reading comprehension* Bu?
- ET : Ya biasanya hanya dengan kamus saja mbak, ya hanya pakai kamus atau *Alfalink* itu aja mbak.
- R : Ooo... gitu Bu, kalau membaca dengan teknik *reading* sudah pernah dipakai belum Bu?
- ET : Belum kalau itu.
- R : Belum ya Bu, kalau kegiatan diskusi sudah pernah dilakukan belum Bu?
- ET : Ya mengerjakan soal dari tesk dalam kelompok itu mbak atau menyusun *Puzzle* kalimat kalau misalnya mencari seperti main idea atau membaca dengan teknik membaca itu belum kan mereka juga masih kesulitan jadi saya kasih kegiatan kayak gitu dulu mbak yang *simple-simple* aja.
- R : Itu tadi sudah berhasil belum Bu untuk membantu siswa dalam memahami bacaan?
- ET : Yang jelas itu membuat siswa lebih termotivasi, kalau untuk memahami teks ya masih kurang ya karena anak juga masih sangat tergantung pada kamus seperti yang tadi saya bilang kalau vocab mereka juga tidak bagus, saya juga selalu bilang agar anak-anak bawa kamus.
- R : Dengan kegiatan tadi interaksi anak lebih baik tidak Bu?

- ET : Susahnya disitu mbak, meskipun mereka satu kelompok kalau nggak cocok pada nggak mau, jadi bisa dibilang interaksinya kurang bagus.
- R : Kalau menurut Ibu cara apa Bu yang bisa digunakan untuk meningkatkan kemampuan reading comprehension siswa?
- ET : Kalau menurut saya, ya skimming scanning itu ya, mencari main ideanya, conclusion kan itu arahnya ke ujian nasional ya.
- R : Kalau menurut Ibu teknik *Think-Pair-Share* bisa membantu untuk memperbaiki reading comprehension siswa tidak Bu?
- ET : Itu teknik yang kayak gimana mas?
- R : Itu masuk dalam *cooperative learning* Bu. Jadi ada 3 tahap utama, jadi siswa dibagikan teks untuk dibaca dalam waktu tertentu. Habis itu masuk ke tahap pertama, *Think*, guru memberikan beberapa pertanyaan pancingan kepada siswa untuk mereka pikirkan terlebih dahulu. Masuk ke tahap *Pair*, siswa dipasangkan teman sebangkunya untuk bertukar pikiran mengenai isi bacaan dengan pedoman pertanyaan yang diberikan sebelumnya. Terakhir, *Share*, guru memanggil pasangan siswa secara acak, biar semuanya persiapan Bu, ke depan kelas kemudian meng-*share*-kan hasil diskusi dengan teman sebangkunya di depan kelas. Nah di tahap ini akan terjadi diskusi dan interaksi antar siswa, karena nanti yang tidak setuju bisa memberikan sanggahannya. Dan juga, pasangan yang lain juga bisa memberikan tambahan jika ada yang belum tersampaikan oleh pasangan sebelumnya. Setelah itu barulah siswa diberi semacam test untuk mengecek pemahaman dari masing- masingnya.
- ET : Ooo gitu. Kalau kira bisa itu mas, ada hal yang baru anak tertarik untuk belajar memudahkan mereka untuk memahami bacaan. Selain itu semua siswa akan terlibat untuk membaca teksnya. Tidak Cuma mengandalkan yang pandai- pandai saja seperti yang terjadi selama ini.
- R : Begitu ya Bu. Berarti harus dicobakan ini Bu. Hehe.
- ET : Harus. Saya yakin berhasil.

- R : Ya Bu saya berterimakasih banyak Ibu sudah banyak membantu Bu. Saya juga minta maaf sering mengganggu waktu Ibu. Kalau begitu saya pamit dulu Bu.
- ET : Semoga sukses dan lancar ya mas.
- R : Amin, terimakasih Bu.

### **Interview transcript 3**

**Thursday, 27<sup>th</sup> March 2014**

**Classroom**

**R : Researcher**

**S : Student**

- R : Sejauh ini apakah adek-adek sudah paham dengan hortatory text?
- S1 : Sudah mas, tapi masih bingung tentang think-pair-share itu dan apa yang harus kita lakukan di setiap step –nya.
- R : Oke. Bagaimana dengan yang lain? Ada masalah lain?
- S2 : Sama mas.
- R : Kalau begitu, di pertemuan yang akan datang, saya akan jelaskan kembali tentang think-pair-share kepada kalian. Tapi kalian jangan malu-malu untuk bertanya ya kalau masih bingung!
- All : Oke, mas!
- R : Sampai ketemu di hari Senin ya!

### Interview transcript 4

**Thursday, 27<sup>th</sup> March 2014**

**Teachers' Room**

**R : Researcher**

**ET : English Teacher**

R : Oh iya Bu, ini kan cycle 1 nya sudah selesai, kira- kira menurut pendapat Ibu, bagaimana proses belajar-mengajarnya di cycle 1? Yang perlu diperbaiki yang bagian mana?

ET : Saya kira proses belajar mengajar kemarin sudah bagus si Zal, tapi anak-anak masih kelihatan bingung mau ngapain ketika teknik think-pair-share itu digunakan. Kebanyakan masih pada bingung.

R : Kira- kira saya harus bagaimana ya bu?

ET : Kamu harus kasih penjelasan lagi sampai mereka benar-benar paham, baru nanti diimplementasikan. Dan juga selama mengaplikasikan tekniknya, mereka membutuhkan pengawasan dan pendampingan. Saya kira akan lebih baik.

R : Oh begitu ya Bu. Nanti dipertemuan selanjutnya saya akan jelaskan kembali mengenai think-pair-share itu. Tapi yang masalah pendampingan tadi, saya kira saya membutuhkan bantuan dari Ibu buat mendampingi anak-anak, karena jumlah murid yang agak banyak. Apakah ibu bersedia? Hehe.

ET : It's okay.

- R : Terima kasih Bu. Apa lagi yang perlu diperbaiki Bu?
- ET : Mungkin cara kamu membagi kelompoknya Zal, mungkin perlu divariasikan. Jangan cuma kelompokan sama teman satu mejanya saja. Itu saja dulu mungkin.
- R : Siap, Ma'am!
- ET : Semoga berhasil.
- R : Terima kasih banyak, Ma'am!

### **Interview transcript 5**

**Thursday, 10<sup>th</sup> April 2014**

**Teachers' Room**

**R : Researcher**

**ET : English Teacher**

- R : Oh ya Bu, menurut pendapat ibu, bagaimana implementasi cycle 2 kemarin?
- ET : Sudah ada perkembangan Zal, dan saya rasa itu lebih baik dari yang sebelumnya. Dan kemampuan anak-anak untuk memahami teks bacaan juga lumayan lebih baik.
- R : Kalau motivasi siswa sendiri bagaimana menurut pendapat ibu?
- ET : Kelihatan ko Zal kalau mereka semangat mengikuti kelas. Jadi menurut saya, motivasi siswanya juga meningkat.
- R : Kalau interaksi antar siswanya?



- ET : Bagus ko, mereka juga mau tanya-tanya ke kamu juga. Berarti interaksi ke gurunya kan juga bagus.
- R : Berarti kalau ini dijadikan cycle terakhir bagaimana, Bu?
- ET : Iya nggak apa-apa, siswa juga saya lihat sudah pada bisa. Tapi sebaiknya kamu wawancara lagi beberapa siswa. Kamu tanya saja apakah mereka sudah bisa. Biar tambah yakin aja Zal. Kalau menurut saya sih mereka sudah bisa.
- R : Oke, Bu. Terimakasih banyak ya Bu.
- ET : Sama-sama.

### **Interview transcript 6**

**Thursday, 10<sup>th</sup> April 2014**

**Classroom**

**R : Researcher**

**S : Student**

- R : Kemarin kalian belajar memahami teks pakai TPS itu gimana dek?.
- S1 : Seru deh, Mas.
- S2 : Rame sih, Mas.
- S3 : Kalau ake sih enak, Mas.
- R : Kalian masih merasa kesulitan tidak pas menggunakan TPS?
- S2 : Ngga, Mas. Udah dong sekarang.
- S3 : Ngga susah sih mbak sebenarnya.

- R : Berarti TPS membantu kalian dalam memahami teks dong?
- S2 : Iya mbak, kan akhirnya kita menyamakan pikiran kita sama teman-teman yang lain tentang teks itu.
- S1 : Iya, jadi gampang memahaminya.
- S2 : Ngga, Mas. Udah dong sekarang.
- R : Kalau TPS memotivasi kalian tidak dalam belajar memahami teks?
- S2 : Ya, Mas. Jadi semangat.
- S3 : Jadi asyik kalau bareng-bareng gitu, Mas.
- R : Ooohhh gitu kalau dengan reward kemarin yang saya kasih memotivasi kalian nggak?
- S1 : Ya, Mas.
- S2 : Jadi semangat, Mas, tapi kelompokku nggak dapet e Mas. Kan kelompokku itu kompak lho, Mas.
- S3 : Ya Mas, kelompokku juga kompak.
- R : Ya kan saya pilih yang hasilnya paling bagus juga, hehe. Kalau kamu gimana, Fria?
- S1 : Aku semangat lah, Mas jarang-jarang guru yang ngasih hadiah kayak gitu.

**APPENDIX C:**  
**TESTS & ITEMAN**  
**ANALYSIS**



OUTPUT.TXT  
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Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.563	0.230	0.183	A	0.563	0.230	0.183	*
					B	0.031	0.031	0.031	
					C	0.125	0.839	0.522	?
					D	0.125	-0.821	-0.512	
					E	0.156	-0.407	-0.268	
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		A was specified, C works better							
2	0-2	0.688	0.708	0.540	A	0.000	-9.000	-9.000	
					B	0.031	-0.800	-0.323	
					C	0.250	-0.518	-0.388	
					D	0.688	0.708	0.540	*
					E	0.031	-0.374	-0.151	
					Other	0.000	-9.000	-9.000	
3	0-3	0.250	0.185	0.136	A	0.063	-0.672	-0.345	
					B	0.281	0.384	0.238	?
					C	0.250	0.185	0.136	*
					D	0.156	-0.600	-0.398	
					E	0.250	-0.511	-0.378	
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		C was specified, B works better							
4	0-4	0.375	0.001	0.001	A	0.063	-0.811	-0.412	
					B	0.375	0.001	0.001	*
					C	0.531	0.348	0.277	?
					D	0.000	-9.000	-9.000	
					E	0.031	-0.559	-0.225	
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		B was specified, C works better							
5	0-5	0.250	0.400	0.294	A	0.000	-9.000	-9.000	
					B	0.125	0.629	0.318	
					C	0.469	0.038	0.014	
					D	0.250	0.400	0.294	*
					E	0.156	-0.585	-0.386	
					Other	0.000	-9.000	-9.000	
6	0-6	0.344	0.154	0.120	A	0.031	-0.070	-0.028	
					B	0.094	0.141	0.082	
					C	0.344	0.154	0.120	*
					D	0.500	-0.284	-0.127	
					E	0.031	0.117	0.117	?
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		C was specified, E works better							

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key

Page 1

OUTPUT.TXT									
7	0-7	0.313	0.634	0.484	A	0.313	0.634	0.484	*
					B	0.094	-0.498	-0.286	
					C	0.000	-9.000	-9.000	
					D	0.313	0.211	0.181	
					E	0.281	-0.619	-0.480	
					Other	0.000	-9.000	-9.000	
8	0-8	0.031	0.416	0.168	A	0.031	-0.374	-0.151	
					B	0.031	0.416	0.168	*
					C	0.000	-9.000	-9.000	
					D	0.875	0.125	0.102	?
					E	0.063	-0.567	-0.288	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY B was specified, D works better				
9	0-9	0.125	0.216	0.134	A	0.031	-0.192	-0.078	
					B	0.000	-9.000	-9.000	
					C	0.125	0.216	0.134	*
					D	0.219	-0.086	-0.083	
					E	0.625	-0.313	-0.310	
					Other	0.000	-9.000	-9.000	
10	0-10	0.625	0.405	0.317	A	0.063	-0.811	-0.412	
					B	0.125	-0.429	-0.287	
					C	0.625	0.405	0.317	*
					D	0.000	-9.000	-9.000	
					E	0.188	0.128	0.080	
					Other	0.000	-9.000	-9.000	
11	0-11	0.875	0.595	0.370	A	0.000	-9.000	-9.000	
					B	0.011	-0.374	-0.151	
					C	0.063	-0.567	-0.288	
					D	0.875	0.125	0.102	*
					E	0.031	-0.374	-0.151	
					Other	0.000	-9.000	-9.000	
12	0-12	0.531	0.133	0.106	A	0.125	-0.242	-0.119	
					B	0.531	0.133	0.106	*
					C	0.063	-0.811	-0.412	
					D	0.094	0.289	0.125	?
					E	0.188	0.192	0.112	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY B was specified, D works better				

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Item Statistics					Alternative Statistics				
Item No.	Scale	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Item No.
13	0-13	0.563	0.197	0.157	A	0.156	0.290	0.193	?
					B	0.156	-0.193	-0.098	
					C	0.563	0.290	0.193	*
					D	0.063	-0.195	-0.094	
					E	0.063	-0.411	-0.412	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY C was specified, A works better				
14	0-14	0.719	0.221	0.166	A	0.719	0.221	0.166	*
					B	0.171	0.176	0.179	
					C	0.063	-0.274	-0.179	
					D	0.011	-0.302	-0.171	
					E	0.063	-0.254	-0.179	

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					Display Key		
					Other	0.000	-9.000
25	B-25	0.498	0.256	0.256	A	0.313	-0.333
					B	0.498	0.256
					C	0.031	-0.800
					D	0.219	0.241
					E	0.000	-9.000
					Other	0.000	-9.000
26	B-26	0.271	0.261	0.264	A	0.094	-0.472
					B	0.000	-9.000
					C	0.371	0.261
					D	0.438	0.139
					E	0.094	-0.446
					Other	0.000	-9.000
27	B-27	0.625	0.766	0.600	A	0.061	-0.428
					B	0.625	0.766
					C	0.136	-0.117
					D	0.136	-0.675
					E	0.000	-9.000
					Other	0.000	-9.000
28	B-28	0.496	-0.101	0.101	A	0.125	-0.617
					B	0.496	-0.101
					C	0.125	0.217
					D	0.061	-0.254
					E	0.281	0.489
					Other	0.000	-9.000

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Item Statistics					Alternative Statistics				
Seq. No.	Scale Item	Prop. Correct	Bisr.	Point Bisr.	Alt.	Prop. Endorsing	Bisr.	Point Bisr.	Key
29	B-29	0.323	0.634	0.484	A	0.094	-0.523	-0.300	
					B	0.313	0.634	0.484	*
					C	0.061	-0.167	-0.288	
					D	0.375	-0.200	-0.158	
					E	0.136	0.040	0.026	
					Other	0.000	-9.000	-9.000	
30	B-30	0.719	0.664	0.499	A	0.125	-0.153	-0.144	
					B	0.031	-0.313	-0.127	
					C	0.061	-0.460	-0.235	
					D	0.719	0.664	0.499	*
					E	0.061	-0.254	-0.129	
					Other	0.000	-9.000	-9.000	
31	B-31	0.125	-0.096	-0.060	A	0.061	0.128	0.065	
					B	0.425	0.337	0.264	?
					C	0.125	-0.096	-0.060	*
					D	0.125	-0.325	-0.202	
					E	0.061	-0.463	-0.235	
					Other	0.000	-9.000	-9.000	
32	B-32	0.438	0.062	0.041	A	0.313	0.090	0.069	?
					B	0.188	-0.094	-0.065	
					C	0.438	0.052	0.041	*
					D	0.000	-9.000	-9.000	

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                                OUTPUT.TXT
                                E      0.563    -0.220    -0.112
                                Other  0.000    -9.000    -9.000
23  0-23    0.125    0.423    0.264    A      0.125    -0.449    -0.285
                                B      0.125    0.423    0.264    *
                                C      0.469    0.425    0.340    ?
CHECK THE KEY
B was specified, C works better
                                D      0.094    -0.421    -0.242
                                E      0.188    -0.349    -0.240
                                Other  0.000    -9.000    -9.000
24  0-24    0.563    0.241    0.191    A      0.563    0.241    0.191    *
                                B      0.094    0.090    0.052
                                C      0.113    -0.236    -0.181
                                D      0.000    -9.000    -9.000
                                E      0.001    -0.174    -0.151
                                Other  0.000    -9.000    -9.000
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Seq. No.	Scale Item	Item Statistics			Alternative Statistics			
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser. Key
25	0-25	0.313	0.392	0.299	A	0.188	0.096	0.066
					B	0.094	-0.268	-0.154
					C	0.113	-0.466	-0.358
					D	0.123	0.392	0.299
					E	0.094	0.269	0.155
					Other	0.000	-9.000	-9.000
26	0-26	0.250	0.427	0.314	A	0.406	0.209	0.165
					B	0.188	-0.268	-0.186
					C	0.250	0.427	0.314
					D	0.094	-0.676	-0.388
					E	0.063	-0.254	-0.129
					Other	0.000	-9.000	-9.000
27	0-27	0.750	0.569	0.417	A	0.188	-0.364	-0.251
					B	0.063	-0.672	-0.341
					C	0.000	-9.000	-9.000
					D	0.750	0.569	0.417
					E	0.000	-9.000	-9.000
					Other	0.000	-9.000	-9.000
28	0-28	0.469	0.469	0.374	A	0.063	-0.150	-0.076
					B	0.063	-0.567	-0.288
					C	0.000	-9.000	-9.000
					D	0.469	0.469	0.374
					E	0.406	-0.254	-0.201
					Other	0.000	-9.000	-9.000
29	0-29	0.344	0.143	0.111	A	0.344	0.143	0.111
					B	0.094	0.422	0.243
					C	0.031	0.598	0.242
					D	0.094	0.090	0.052
					E	0.418	-0.458	-0.364
					Other	0.000	-9.000	-9.000
30	0-30	0.719	0.702	0.527	A	0.094	-0.498	-0.286
					B	0.071	-0.556	-0.225
					C	0.156	-0.478	-0.315



OUTPUT.TXT  
 D 0.719 0.702 0.527 \*  
 E 0.000 -9.000 -9.000  
 Other 0.000 -9.000 -9.000  
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Seq. No.	Scale Item	Item Statistics			Alternative Statistics			
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser. Key
31	0-31	0.281	0.971	0.729	A	0.281	0.971	0.729 *
					B	0.000	-9.000	-9.000
					C	0.406	-0.441	-0.349
					D	0.250	-0.394	-0.289
					E	0.063	-0.254	-0.129
					Other	0.000	-9.000	-9.000
32	0-32	0.813	0.301	0.208	A	0.156	-0.157	-0.103
					B	0.031	-0.617	-0.250
					C	0.000	-9.000	-9.000
					D	0.813	0.301	0.208 *
					E	0.000	-9.000	-9.000
					Other	0.000	-9.000	-9.000
33	0-33	0.625	0.247	0.193	A	0.125	-0.179	-0.112
					B	0.125	0.174	0.108
					C	0.625	0.247	0.193 *
					D	0.094	-0.216	-0.124
					E	0.031	-0.800	-0.323
					Other	0.000	-9.000	-9.000
34	0-34	0.594	0.475	0.375	A	0.594	0.475	0.375 *
					B	0.063	-0.289	-0.147
					C	0.344	-0.404	-0.313
					D	0.000	-9.000	-9.000
					E	0.000	-9.000	-9.000
					Other	0.000	-9.000	-9.000
35	0-35	0.531	0.369	0.294	A	0.156	-0.014	-0.009
					B	0.063	0.337	0.171
					C	0.125	-0.387	-0.243
					D	0.531	0.369	0.294 *
					E	0.125	-0.512	-0.318
					Other	0.000	-9.000	-9.000
36	0-36	0.156	-0.050	-0.033	A	0.175	-0.292	-0.229
					B	0.156	-0.050	-0.033 *
					C	0.125	0.195	0.121
					D	0.156	-0.085	-0.056
					E	0.188	0.382	0.264 ?
					Other	0.000	-9.000	-9.000

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Item Statistics Alternative Statistics

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OUTPUT.TXT									
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
37	D-37	0.313	0.718	0.548	A	0.188	-0.508	-0.350	
					B	0.311	0.718	0.548	*
					C	0.094	-0.216	-0.124	
					D	0.188	-0.110	-0.076	
					E	0.219	-0.175	-0.125	
					Other	0.000	-9.000	-9.000	
38	D-38	0.406	0.573	0.453	A	0.031	0.051	0.021	
					B	0.344	-0.541	-0.421	
					C	0.406	0.573	0.453	*
					D	0.125	-0.034	-0.021	
					E	0.094	-0.114	-0.066	
					Other	0.000	-9.000	-9.000	
39	D-39	0.063	-0.567	-0.288	A	0.125	0.153	0.095	
					B	0.031	-0.800	-0.121	
					C	0.719	0.347	0.761	?
					D	0.063	-0.567	-0.288	*
					E	0.063	-0.185	-0.094	
					Other	0.000	-9.000	-9.000	
40	D-40	0.250	0.683	0.501	A	0.250	0.683	0.501	*
					B	0.125	-0.345	-0.715	
					C	0.531	-0.416	-0.331	
					D	0.094	0.116	0.066	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
41	D-41	0.625	0.687	0.538	A	0.281	-0.664	-0.499	
					B	0.031	-0.131	-0.051	
					C	0.625	0.687	0.538	*
					D	0.083	-0.220	-0.112	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
42	D-42	0.489	0.706	0.563	A	0.219	-0.393	-0.280	
					B	0.031	0.416	0.168	
					C	0.125	-0.408	-0.254	
					D	0.489	0.706	0.563	*
					E	0.156	-0.460	-0.304	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
43	D-43	0.250	0.548	0.403	A	0.406	0.154	0.122	
					B	0.031	0.477	0.193	
					C	0.250	0.548	0.403	*
					D	0.188	-0.476	-0.128	
					E	0.125	-0.678	-0.422	
					Other	0.000	-9.000	-9.000	
44	D-44	0.281	0.401	0.301	A	0.281	0.401	0.301	*
					B	0.116	-0.103	-0.068	

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					OUTPUT, TXT		
					C	0.488	-0.176 -0.140
					D	0.094	-0.446 -0.256
					E	0.011	0.477 0.393
					Other	0.000	-9.000 -9.000
45	0-45	0.188	0.080	0.055	A	0.156	0.254 0.167 7
					B	0.156	-0.478 -0.315
CHECK THE KEY					C	0.188	0.080 0.055 *
C was specified, A works better					D	0.500	0.080 0.064
					E	0.000	-9.000 -9.000
					Other	0.000	-9.000 -9.000
46	0-46	0.531	0.488	0.389	A	0.188	-0.047 -0.032
					B	0.061	-0.289 -0.147
					C	0.188	-0.571 -0.394
					D	0.531	0.488 0.389 *
					E	0.011	0.112 0.045
					Other	0.000	-9.000 -9.000
47	0-47	0.688	0.913	0.697	A	0.000	-9.000 -9.000
					B	0.156	-0.496 -0.327
					C	0.688	0.913 0.697 *
					D	0.000	-9.000 -9.000
					E	0.156	-0.853 -0.563
					Other	0.000	-9.000 -9.000
48	0-48	0.938	0.185	0.094	A	0.000	-9.000 -9.000
					B	0.938	0.185 0.094 *
					C	0.000	-9.000 -9.000
					D	0.061	-0.185 -0.094
					E	0.000	-9.000 -9.000
					Other	0.000	-9.000 -9.000

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Item analysis for data from file data.txt

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
49	0-49	0.813	0.428	0.295	A	0.094	-0.395 -0.227		
					B	0.813	0.428 0.295 *		
					C	0.000	-9.000 -9.000		
					D	0.061	0.019 0.030		
					E	0.011	-0.800 -0.523		
					Other	0.000	-9.000 -9.000		
50	0-50	0.531	0.617	0.491	A	0.125	-0.221 -0.197		
					B	0.156	-0.371 -0.245		
					C	0.156	-0.478 -0.315		
					D	0.131	0.617 0.491 *		
					E	0.011	0.011 0.021		
					Other	0.000	-9.000 -9.000		
51	0-51	0.344	0.608	0.471	A	0.313	-0.156 -0.088		
					B	0.344	0.608 0.471 *		
					C	0.043	-0.611 -0.412		
					D	0.719	-0.190 -0.105		
					E	0.061	-0.720 -0.317		
					Other	0.000	-9.000 -9.000		
52	0-52	0.375	0.317	0.248	A	0.375	0.317 0.248 *		

Page 7



```

                                OUTPUT TXT
                                B 0.188 -0.142 -0.098
                                C 0.313 0.078 0.059
                                D 0.000 -9.000 -9.000
                                E 0.125 -0.532 -0.331
                                Other 0.000 -9.000 -9.000
53 0-53 0.594 0.871 0.688
                                A 0.063 -0.533 -0.271
                                B 0.156 -0.496 -0.327
                                C 0.094 -0.140 -0.080
                                D 0.594 0.871 0.688 *
                                E 0.094 -0.779 -0.447
                                Other 0.000 -9.000 -9.000
54 0-54 0.063 0.302 0.154
                                A 0.250 -0.165 -0.121
                                B 0.063 0.302 0.154 *
                                C 0.313 0.549 0.419 7
                                D 0.156 -0.353 -0.233
                                E 0.219 -0.320 -0.229
                                Other 0.000 -9.000 -9.000
CHECK THE KEY
B was specified, C works better

```

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Item and Test Analysis Program -- ITEMAN (tm) version 3.00

Item analysis for data from file data.txt

Page 10

Item Statistics					Alternative Statistics			
Seq. No.	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser. Key
55	0-55	0.219	0.013	0.009	A	0.438	0.345	0.274 7
					B	0.156	-0.300	-0.198
					C	0.219	0.013	0.009 *
					D	0.063	-0.185	-0.094
					E	0.125	-0.221	-0.137
					Other	0.000	-9.000	-9.000

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Item analysis for data from file data.txt

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There were 32 examinees in the data file.

#### Scale Statistics

```

Scale: 0
-----
N of Items      55
N of Examinees  32
Mean           24.156
Variance        53.382
Std. Dev.       7.306
Skew            0.142
Kurtosis        -1.289
Minimum         11.000
Maximum         36.000
Median          22.000
Alpha           0.812
SEM             1.170

```

Page 8

1990-91	17	10	4.7%
1991-92	17	10	4.7%
1992-93	17	10	4.7%

ONLINE, THE

## QUESTION SHEETS

**Subject** : English  
**Grade** : XI  
**Skill** : Reading  
**Text Type** : Hortatory Exposition  
**Day/Date** : -  
**Time Allocation** : 90 minutes

### Multiple choice Questions

Choose the best answer by crossing A, B, C, D, or E on your answer sheet. Keep the question sheets clean.

### Text 1. Read the text carefully.

#### Keeping dogs

There are many reasons for keeping dogs as pets in the city area, but many people feel that keeping pet dogs should not be allowed in the city. Dogs are often not taken care properly. They are kept in small backyards and rarely taken for walks. They are left in the yard all day by themselves while the family is at work. Very little attention is given to the dog and it is not a very good life for it. It is no wonder why these dogs bark and disturb the neighbors and become a nuisance to the community.

On the other hand, not all people treat their dogs this way and why should the people receive a lot of pleasure and enjoyment from dog's suffer? Dogs can make a lonely person's life happy or make wonderful playmate. It can also teach a child responsibility as they not only get to lay with the dog, but also need to exercise, feed, and care for the dog.

I feel that we should be allowed to keep dogs in the city, because if it is taken care of properly, dogs can be a great source of pleasure. As a child I used to enjoy playing and taking care of my pet. There is not greater loyalty a person can get than from a well-cared dog.

<http://englishahkam.blogspot.com/2013/11/>

1. Some people do not like the presence of pet dogs in their surroundings because ....
  - a. the dogs often bark and disturb the neighbors
  - b. the dogs are left in the yards
  - c. the dogs are often neglected
  - d. the dogs play with the owner's child
  - e. the dogs guard the security of the environment
  
2. The main idea of the last paragraph is ....
  - a. pet dogs are loyal animals

- b. pet dogs are more loyal than humans
  - c. the writer used to play and took care of his pet when he was a child
  - d. dogs can be a great source of pleasure
  - e. the writer has no objection to keeping dogs in the city
3. We can infer from the text that keeping pet dogs in the city will not cause any problem as long as ....
- a. the dogs are amusing
  - b. the neighbors like having pet dogs
  - c. its presence does not disturb the neighborhood
  - d. the dogs do not bark at the neighbors
  - e. the writer has succeeded in persuading the neighbors

**Text 2. Read the text carefully.**

### **Boarding School Education**

There are many arguments in favor of a boarding school education. Nevertheless, the boarding school is not always the best education institution for everyone.

At an early age interacting and communicating with people is very important for a child's personal life and can be especially helpful for his/her future. In a boarding school, shy children can take advantage of interaction through communal activities. The boarding school also offers a great variety of activities such as arts, sports, and music that allow children to demonstrate and develop specialized skills in their free time.

Furthermore, the structured way of life and strict rules at the boarding school may help students to get used to a well ordered way of life. The manners and social skills will help them to become more responsible and confident, and to develop their talents in leadership. Professionally trained teachers and educators in the boarding school can offer excellent education without the parents' constant supervision.

In spite of these good points, it is not advisable to send a child to a boarding school if he/she is a dependent learner. A boarding school usually demands that student learn independently. In addition, the boarding school should not be seen as a measure to solve inappropriate behavior or unsatisfactory study performance. Instead of improving, problematic children may close off their relationship with their peers and teachers.

In conclusion although a boarding school may provide good education to many children, it is not recommended for those who are strongly attached to their families. They may become frustrated and socially isolated.

<http://englishahkam.blogspot.com/2012/09/>

4. According to the writer, children in a boarding school can develop specialized skills in...
- a. Entrepreneurship
  - b. Music
  - c. Community service
  - d. Reading
  - e. Drama

5. Why do parents send their children to boarding school? Because...
  - a. It is good for shy children
  - b. It gives good education for adults
  - c. Interacting and communicating with people is very important
  - d. It is safe and makes children become responsible and develop talents in leadership
  - e. It does not allow children demonstrate excellence and develop their skills
6. From the text, we can conclude that...
  - a. The boarding school can be very expensive
  - b. There are good and bad boarding schools
  - c. Not everyone thinks that the boarding school is the best educational institution for children
  - d. The boarding school is the solution to our educational problems
  - e. It's not necessary to send children to a boarding school because the students can live independently

**Text 3. Read the text carefully.**

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

<http://englishahkam.blogspot.com/2012/12/>

7. Where do the kids usually ride their skateboard?
  - a. In the main roads and foot paths.
  - b. In front of the supermarket.
  - c. In front of their home.
  - d. In the suburbs.
  - e. In the park.



8. What is the main idea of paragraph 3?
  - a. There is no safe place for skateboarders.
  - b. Kids seek an excitement in skate.
  - c. Kids seek an excitement in skate.
  - d. The skateboarding is a serious sport.
  - e. How to prevent overweight by skateboarding.
9. The writer's purpose in writing the text is ....
  - a. to invite the local teenagers to skate in a park built specifically for skaters.
  - b. to provoke youngsters into the local government policy.
  - c. to convince the readers that they need a safe place for skaters to skate.
  - d. to promote the writer's business of skateboarding class.
  - e. to inform parents about the goodness of skateboarding.
10. What must we do to let the skaters play?
  - a. Join with them anywhere.
  - b. Give them space in the park.
  - c. Build a skate park in the suburbs.
  - d. Let them play in the main roads.
  - e. Let them play in the local street.
11. They need to practice their 180s, 360s and Ollie's free from restrictions. (Paragraph 5)  
The synonym of the underlined word is ....
  - a. Approval
  - b. Allowance
  - c. Improvement
  - d. Limitation
  - e. Prevention

#### Text 4. Read the text carefully

##### Faster planes and cheaper flights

Faster planes and cheaper flights are making it easier than ever before for people to travel. In the most 'developed' societies, visiting exotic places is a sought-after status symbol. The tourism industries of both developed and developing countries have recognized this fact and are learning to take advantage of it.

There are, however, some problems associated with this **new industry**. Firstly, there is **the increasing** crime rate. Some local's tourists as an easy prey because, not only are they in unfamiliar territory and therefore less able to take care of themselves, but also they carry visible items of wealth, such as cameras and jewelry which can be disposed of quickly for profit.

Another major problem is health. With greater mobility comes greater danger of spreading contagious diseases around the world. One carrier returning home could easily start an epidemic before their illness was **diagnosed**. Moreover, the emergence of many diseases which resist antibiotics is causing scientists to be increasingly concerned about this issue.

Also to be considered is **the natural environment**, which can be seriously threatened by too many visitors. Australia's Great Barrier Reef, for example, is in danger of being destroyed by tourists and there are plans to restrict visitors to some of the more delicate coral cays.

These are just three of the reasons why any country should be wary of committing itself to an extensive tourism development program.

<http://englishahkam.blogspot.com/2013/12/>

12. Why does **the natural environment** become one of the serious problem associated with the faster planes and cheaper flight? Because ....
  - a. it easily started an epidemic before their illness was diagnosed
  - b. it can be destroyed by too many visitors
  - c. the health problem will increase
  - d. they carry visible items of wealth
  - e. it can increase crime rate
13. Why is the **crime rate** increasing due to the new industry?
  - a. The tourists are spreading contagious diseases.
  - b. The government is planning to restrict visitors to some coral cays.
  - c. Some tourists carry visible items of wealth.
  - d. The new industry makes the number of unemployment increase.
  - e. The tourists come by plane.
14. "One carrier returning home could easily start an epidemic before their illness was **diagnosed**." (Paragraph 3) The underlined word means ....
  - a. Identified
  - b. Found
  - c. Observed
  - d. Examined
  - e. Healed

**Text 5, Read the text carefully.**

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc.

A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

(Continued)

(Continued)

Considering some facts mentioned above, protect your children with the following tips:

1. Limit television viewing to 1-2 hours each day.
2. Do not allow your children to have a TV set in their bedrooms.
3. Review the rating TV shows that your children watch.
4. Watch television with you children and discuss what is happening in the show.

(UN SMA IPA 2012)

<http://englishahkam.blogspot.com/2012/11>

15. Too much TV watching can possibly lead to ....
  - a. Overweight
  - b. Frustration
  - c. low achievement
  - d. laziness
  - e. hyperactivity
16. We know from the text that....
  - a. being aggressive can happen to children
  - b. adult can get overweight
  - c. too much watching TV causes stress
  - d. parents will protect their children
  - e. short of sleep duration cause overweight
17. The word disruption in the second paragraph is closest in meaning to...
  - a. Improvement
  - b. Interference
  - c. Restoration
  - d. Eruption
  - e. Allocation

**Text 6. Read the text carefully.**

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in system and implies respect for one another. However, it is one the many values that is not easy for our students to learn.

Inner discipline, one that comes from an understanding of the set rules and regulation, is the highest form behavior. Most excellent school tries to instill this with a loving environment. Why, even adults arrive late to meeting, work, etc. Here, we do not agree that late comers should be shut out. They can be given warnings, most of which are enough to make them try their best to reach the school on time latter .If this fails, invite the parent to school.

By Closing the gates, the school is behaving cruelly, to which we prefer not to expose our children. Every school has responsibility to implant good educational principle, but It should be in appropriate ways. Good schools create competitive students who can organize themselves effectively in society, so that everyone gets a quality life as a result of the ethics and values learned for as long as 12 years.

Children are precious and dependent on the adult for guidance. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

(Soal UN SMA/MA IPA 2011/2012)

<http://englishahkam.blogspot.com/2012/11/>

18. What should the school do if a student can't stop his/her habit to come late to school?
  - a. Punish him/her
  - b. Talk to his/her parents
  - c. Shut him/her out
  - d. Fail him/her
  - e. Try to understand him/her
  
19. What does the writer think to be "the highest form of behavior" (in the second paragraph)?
  - a. Respect for one another
  - b. Inner discipline
  - c. Not being late to school
  - d. Understanding the regulations
  - e. Understanding the rules
  
20. "Children are precious and dependent on the adults for guidance." The underlined word is closest in meaning to ....
  - a. Excellent
  - b. Clever
  - c. Innocent
  - d. Valuable
  - e. Naive

**Text 7. Read the text carefully.**

#### **Old Enough?**

When a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

(Continued)

(Continued)

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

<http://englishahkam.blogspot.com/2012/09/>

21. What does the text above talk about?
  - a. When a person is being punished for committing crimes
  - b. When a person is old enough to be responsible for a crime
  - c. When children are too young to be responsible for a crime
  - d. When a person is too old to be responsible for a crime
  - e. When do teenagers realize the seriousness of their crimes
22. In what age are the children protected by the present law from being punished for committing crimes?
  - a. Ten years old
  - b. Fourteen years old
  - c. Ten to fourteen years old
  - d. Eight years old
  - e. Twelve years old
23. In what paragraph do we find the recommendation of the text above.....
  - a. In the first paragraph
  - b. In the fifth paragraph
  - c. In the second paragraph
  - d. In the third paragraph
  - e. In the fourth paragraph
24. The part of the text which states what ought or ought not to happen is called.....
  - a. Recommendation
  - b. Thesis
  - c. Argument
  - d. Elaboration
  - e. Reiteration
25. "Teenagers these days are far more sophisticated than those in the past. The word "those" refer to....
  - a. Days
  - b. Laws
  - c. Children
  - d. Teenagers
  - e. Crimes
26. What type of genre does the text belong to?
  - a. Analytical exposition
  - b. Report

- c. Hortatory exposition
  - d. Description
  - e. Narrative
27. "Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this."  
The underlined sentence expresses.....
- a. Argument
  - b. Opinion
  - c. Certainty
  - d. Agreement
  - e. Debate

**Text 8. Read the text carefully.**

**NEVER TRY SMOKING**

.....(28) people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day, they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

<http://englishahkam.blogspot.com/2012/09/>

28. The best article for (28) is...
- a. a
  - b. an
  - c. none
  - d. a lot of
  - e. any

29. Here are the results when people try to quit smoking, except...
- Feel at ease
  - Choleric
  - Headache
  - Fear
  - Depression
30. What is negative effect of smoking?
- feel at ease
  - enjoy
  - add to the excitement of life
  - weak heart
  - inspiration
31. From the text, we can conclude that ...
- Tobacco is the cause of a long list of nasty diseases, such as heart and lung
  - Smoking makes us at ease
  - Approximately 400,000 Americans die each year. That's one every 40 seconds from diseases related to tobacco.
  - Smokers can quit smoking easily
  - Smoking makes us smart
32. What social function of the text?
- to retell the story
  - to amuse the reader with humorous
  - to describe a something
  - to persuade the reader that something is should or not should be the case
  - to explain the reader with story
  -

**Text 9. Read the text carefully.**

**Why are Diazinon and Dursband should be Banned**

Diazinon and dursban are chemicals used on lawns, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They are banned for several good reasons.

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

(Continued)

(Continued)

Finally, residues, of course, are on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water.

Therefore, the government must be urged to keep the safety factor of pesticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals.

*Adapted from: <http://www.sixwise.com>*

33. What does the text discuss?
  - a. Why farmers should use diazinon and dursban
  - b. Why worms are resistant to diazinon and dursban.
  - c. Why diazinon and dursban are banned.
  - d. Why pests can be removed fast and effectively by using diazinon and dursban.
  - e. Why farmers choose diazinon and dursban instead of other pesticides.
34. Diazinon and dursban are banned because ....
  - a. they are dangerous to human health and other animals.
  - b. they are very expensive.
  - c. the government can no longer subsidize farmers with diazinon and dursban.
  - d. they can remove pests fast and effectively.
  - e. they may benefit the farmers a lot.
35. What would happen if a pregnant mother is exposed to diazinon or dursban?
  - a. It may effect on their nervous system.
  - b. It may cause a terrible headache.
  - c. It may effect on its eyes, ears, and teeth.
  - d. It may cause lower birth weight and lower IQs of the baby.
  - e. This may increase its weight and IQs.
36. What does the writer suggest that the government should do?
  - a. allow farmers to use diazinon and dursban.
  - b. ban the use of diazinon and dursban.
  - c. help the victims of diazinon and dursban.
  - d. immunize children regularly.
  - e. subsidize farmers with safe pesticides.
37. "Children are so much more sensitive than adults to the toxic effects of chemicals." What does the statement mean?
  - a. Children are resistant to several chemicals.
  - b. We should protect our children from dangerous chemicals.
  - c. Parents should not be worried about their children's health.
  - d. The government should pay more attention to adults than to children.
  - e. Children have greater immunity than adults.



**Text 10. Read the text carefully.****Home Schooling**

Home schooling is an education system which provides child's main education programme at home. Home schooling .....(39) the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

.....(40), the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since *it* is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

*Adapted from: <http://www.idebate.org>*

38. What does the text tell us?
  - a. Some complaints on home schooling
  - b. Children's complaints on home schooling
  - c. Some criticisms and suggestions on home schooling
  - d. Ban on home schooling
  - e. The government's concern in home schooling
39. The best word to replace (39) is...
  - a. taken
  - b. took
  - c. take
  - d. takes
  - e. taking
40. The best conjunction is.....
  - a. First
  - b. Next
  - c. After that
  - d. In addition
  - e. Above all

41. What do our children need to live in such big country?
  - a. creativity
  - b. financial support
  - c. social awareness
  - d. computer skill
  - e. independence
42. What should be prepared for children to fit into the society according to the text?
  - a. Creativity
  - b. financial support
  - c. independence
  - d. the sense of unity
  - e. high quality school
43. Where do children get the sense of unity easily according to the text?
  - a. In home schools
  - b. In their own home
  - c. In public schools
  - d. In their own community
  - e. In their own ethnic society
44. Considering the weakness of home schooling, what should be done according to the text?
  - a. Parents should give them many social opportunities.
  - b. Parents should be able to tell them to study harder.
  - c. Home schools teachers should be able to teach social sciences.
  - d. The government must ban home schooling.
  - e. Parents should not have their children home schooled.
45. The word “*it*” refers to ...
  - a. a social community
  - b. an ethnic group
  - c. a public school
  - d. home schooling
  - e. the government
46. The word “them” in the last line refers to ...
  - a. The government
  - b. Parents
  - c. home schools
  - d. Children
  - e. public schools
47. The Indonesian equivalent of “scouting troop” is ...
  - a. Karang taruna
  - b. OSIS
  - c. Pramuka
  - d. PMR
  - e. Pecinta alam

**Text 11. Read the text carefully.****Muslim's Headscarf**

The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human right. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

Many Muslim women view the veil as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel comfortable doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgement call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where their children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilisations.

Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the different religious practise and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

*Adapted from [www.wikipedia.com](http://www.wikipedia.com)*

48. What does the text discuss?
  - a. Muslim students
  - b. Muslim headscarf
  - c. Muslim boarding school
  - d. Muslim life
  - e. Muslim community
  
49. What is Muslim women's view on the veil?
  - a. It is an obstacle of their freedom.
  - b. It is to protect their modesty and privacy.
  - c. It is a fashion trend among them.

- d. They feel being forced to wear it.
  - e. It is what their parents told them to wear.
50. Paragraph 4 tells us that banning on Muslim headscarf could ....
- a. arouse social conflict among social communities.
  - b. maintain solidarity among social communities.
  - c. teach students social awareness.
  - d. provoke a more extreme reaction among highly religious communities
  - e. make Muslim women loose their identity.
51. “Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression” (paragraph 5). The sentence implies...
- a. Muslims freedom of religious expression may cause problems.
  - b. Many social conflicts arouse because of Muslims freedom of religious expression.
  - c. Schools should not be tolerant to any freedom of religious expression.
  - d. Schools are allowed to ban Muslim headscarf because it may cause problems.
  - e. Schools should not ban Muslims freedom of religious expression on any reason.
52. What does the writer suggest?
- a. Muslim’s headscarf as a part of school or office uniforms should not be banned.
  - b. Schools should not be tolerant to any freedom of religious expression.
  - c. Students should know various social groups among the society.
  - d. The government should ban Muslims headscarf because it may arouse conflicts.
  - e. Schools are allowed to ban Muslim headscarf because it may arouse many problems.
53. The word “veil” in paragraph 2 has similar meaning to ...
- a. Helmet
  - b. Glove
  - c. Napkin
  - d. Headscarf
  - e. Sock

**Text 12. Read the text carefully.**

**Students' First Days in School Need to Be Made Constructive**

In the past days and weeks schools across Indonesia have been opening up their doors again to receive students entering the new school year. Naturally enough, this has been a time of many trials and tribulations as existing students join new classrooms and new students try to find their way around a new school.

Such times would be difficult enough for even adults. In adult life we need time to adapt to new settings and find our footing and direction to settle in and come to terms with what lies ahead. This kind of experience, difficult enough in adulthood, can prove extremely challenging for the, as yet, still young and forming hearts and minds of school-age children.

During the first days back at school great opportunities exist to try to develop a sense of community that will help students settle in and have a firm foundation on which to build their studies during the coming year. There are almost constant complaints that there is too much to

study for school students and yet time is, every year, wasted on negative and useless orientation day pranks and fooling around. Surely, when time pressures are of such a concern and teachers complain that they have too much to teach from the curriculum, the first days of school would be a great time to help students prepare for the challenges ahead. Constructive teambuilding and guidance towards much needed study skills would serve these students far better than nonsense tasks and ridicule.

Schools should design these days carefully and not let them be so negligently and dangerously wasted. The benefits of good early learning experiences can be considerable and the duty that schools should exercise to consider a child's psychological welfare really have to leave little room in the first days of school for such waste and ridiculousness.

*Taken from The Jakarta Post, July 31, 2004 (Adapted from Developing English Competencies)*

54. The main idea of paragraph 3 is...
- a. Complaint of the use of time of first days.
  - b. The needs of constructive teambuilding and guidance.
  - c. Teachers' complaint.
  - d. Pressure of time.
  - e. Useless day pranks
55. The word in paragraph 3 which has the meaning *mischievous trick* is...
- a. complaint
  - b. orientation
  - c. prank
  - d. pressure
  - e. useless

**PROTOTYPE OF TRY-OUT TEST**

1. A	11. D	21. C	31. A	41. C	51. B
2. D	12. B	22. C	32. D	42. D	52. A
3. C	13. C	23. B	33. C	43. C	53. D
4. B	14. A	24. A	34. A	44. A	54. B
5. D	15. B	25. D	35. D	45. C	55. C
6. C	16. C	26. C	36. B	46. D	
7. A	17. B	27. D	37. B	47. C	
8. B	18. B	28. D	38. C	48. B	
9. C	19. B	29. A	39. D	49. B	
10. C	20. D	30. D	40. A	50. D	

### BLUE-PRINT OF READING COMPREHENSION (Try-out)

Students: Senior High School students, Grade XI, semester 2

#### A. Standard of Competence:

11. Comprehending the meaning of short functional text and essay in the form of a narrative, spoof and hortatory exposition in the context of everyday life and to access knowledge

#### B. Basic Competency:

11.2 Responding to the meaning of essay writing using a variety of language accurately, fluently and acceptable in the form of a narrative, spoof and hortatory exposition in the context of everyday life

No.	Genre	Indicators	Item Number	Total
1	Hortatory Exposition	Finding the main idea	2, 8, 54	3
		Finding the topic	21, 33, 38, 48	4
		Identifying the specific Information	1, 4, 5, 7, 10, 12, 13, 15, 22, 29, 30, 34, 35, 36, 41, 42, 43, 49, 50	19
		Deducting the meaning of unfamiliar lexical items	11, 14, 17, 20, 47, 53, 55	7
		Making inferences	3, 6, 31, 36, 44, 51, 52	7
		identifying references	25, 45, 46	3
		Critical reading	16, 18, 19, 27, 37	5
		Identifying communicative function of the text	9, 32	2
		Identifying generic structure of the text	23, 24	2
		Identifying genre of the text	26	1
		Identifying determiner	28	1
		Identifying conjunction	40	1
		Recognizing grammatical word classes (verb)	39	1
	Total			55

## QUESTION SHEETS

**Subject** : English  
**Grade** : XI  
**Skill** : Reading  
**Text Type** : Hortatory Exposition  
**Day/Date** : -  
**Time Allocation** : 75 minutes

### Multiple choice Questions

Choose the best answer by crossing A, B, C, or D on your answer sheet. Keep the question sheets clean.

### Text 1. Read the text carefully.

#### Keeping dogs

There are many reasons for keeping dogs as pets in the city area, but many people feel that keeping pet dogs should not be allowed in the city. Dogs are often not taken care properly. They are kept in small backyards and rarely taken for walks. They are left in the yard all day by themselves while the family is at work. Very little attention is given to the dog and it is not a very good life for it. It is no wonder why these dogs bark and disturb the neighbors and become a nuisance to the community.

On the other hand, not all people treat their dogs this way and why should the people receive a lot of pleasure and enjoyment from dog's suffer? Dogs can make a lonely person's life happy or make wonderful playmate. It can also teach a child responsibility as they not only get to lay with the dog, but also need to exercise, feed, and care for the dog.

I feel that we should be allowed to keep dogs in the city, because if it is taken care of properly, dogs can be a great source of pleasure. As a child I used to enjoy playing and taking care of my pet. There is not greater loyalty a person can get than from a well-cared dog.

<http://englishahkam.blogspot.com/2013/11/>

1. Some people do not like the presence of pet dogs in their surroundings because ....
  - a. the dogs are left in the yards
  - b. the dogs are scary
  - c. the dogs play with the owner's child
  - d. the dogs guard the security of the environment
  - e. the dogs often bark and disturb the neighbors



2. The main idea of the last paragraph is ....
  - a. dogs can be a great source of pleasure
  - b. pet dogs are loyal animals
  - c. pet dogs are more loyal than humans
  - d. the writer used to play and took care of his pet when he was a child
  - e. the writer has no objection to keeping dogs in the city
  
3. We can infer from the text that keeping pet dogs in the city will not cause any problem as long as ....
  - f. the dogs are amusing
  - g. the neighbors like having pet dogs
  - h. its presence does not disturb the neighborhood
  - i. the dogs do not bark at the neighbors
  - j. the writer has succeeded in persuading the neighbors

**Text 2. Read the text carefully.**

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

<http://englishahkam.blogspot.com/2012/12/>

4. Where do the kids usually ride their skateboard?
  - a. In front of the supermarket.
  - b. In the main roads and foot paths.
  - c. In front of their home.
  - d. In the suburbs.
  - e. In the park.

5. What is the main idea of paragraph 3?
  - a. The skateboarding is a serious sport.
  - b. There is no safe place for skateboarders.
  - c. Kids seek an excitement in skate.
  - d. Kids seek an excitement in skate.
  - e. How to prevent overweight by skateboarding.
  
6. What must we do to let the skaters play?
  - a. Join with them anywhere.
  - b. Build a skate park in the suburbs.
  - c. Give them space in the park.
  - d. Let them play in the main roads.
  - e. Let them play in the local street.
  
7. They need to practice their 180s, 360s and Ollie's free from restrictions. (Paragraph 5)  
 The synonym of the underlined word is ....
  - a. Approval
  - b. Allowance
  - c. Improvement
  - d. Limitation
  - e. Prevention

**Text 3. Read the text carefully.**

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc.

A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioned above, protect your children with the following tips:

1. Limit television viewing to 1-2 hours each day.
2. Do not allow your children to have a TV set in their bedrooms.
3. Review the rating TV shows that your children watch.
4. Watch television with you children and discuss what is happening in the show.

(UN SMA IPA 2012)

<http://englishahkam.blogspot.com/2012/11>

8. Too much TV watching can possibly lead to some symptoms, *except*....
  - a. Overweight
  - b. Frustration
  - c. low achievement
  - d. laziness
  - e. hyperactivity
9. We know from the text that....
  - a. being aggressive can happen to children
  - b. too much watching TV causes stress
  - c. adult can get overweight
  - d. parents will protect their children
  - e. short of sleep duration cause overweight
10. The word disruption in the second paragraph is closest in meaning to...
  - a. Improvement
  - b. Restoration
  - c. Interference
  - d. Eruption
  - e. Allocation

**Text 4. Read the text carefully.**

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in system and implies respect for one another. However, it is one the many values that is not easy for our students to learn.

Inner discipline, one that comes from an understanding of the set rules and regulation, is the highest form behavior. Most excellent school tries to instill this with a loving environment. Why, even adults arrive late to meeting, work, etc. Here, we do not agree that late comers should be shut out. They can be given warnings, most of which are enough to make them try their best to reach the school on time latter .If this fails, invite the parent to school.

By Closing the gates, the school is behaving cruelly, to which we prefer not to expose our children. Every school has responsibility to implant good educational principle, but It should be in appropriate ways. Good schools create competitive students who can organize themselves effectively in society, so that everyone gets a quality life as a result of the ethics and values learned for as long as 12 years.

Children are precious and dependent on the adult for guidance. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

(Soal UN SMA/MA IPA 2011/2012)

<http://englishahkam.blogspot.com/2012/11/>

11. What should the school do if a student can't stop his/her habit to come late to school?
  - a. Punish him/her
  - b. Shut him/her out

- c. Fail him/her
  - d. Talk to his/her parents
  - e. Try to understand him/her
12. What does the writer think to be “the highest form of behavior” (in the second paragraph)?
- a. Respect for one another
  - b. Not being late to school
  - c. Inner discipline
  - d. Understanding the regulations
  - e. Understanding the rules
13. “Children are precious and dependent on the adults for guidance.” The underlined word is closest in meaning to ....
- a. Excellent
  - b. Clever
  - c. Innocent
  - d. Valuable
  - e. Naive

**Text 5. Read the text carefully.**

**Old Enough?**

When a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children’s Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

<http://englishahkam.blogspot.com/2012/09/>

14. What does the text above talk about?
- When a person is being punished for committing crimes
  - When children are too young to be responsible for a crime
  - When a person is too old to be responsible for a crime
  - When do teenagers realize the seriousness of their crimes
  - When a person is old enough to be responsible for a crime
15. The part of the text which states what ought or ought not to happen is called.....
- Thesis
  - Argument
  - Elaboration
  - Recommendation
  - Reiteration
16. “Teenagers these days are far more sophisticated than those in the past. The word “those” refer to....
- Days
  - Laws
  - Children
  - Teenagers
  - Crimes
17. What type of genre does the text belong to?
- Hortatory exposition
  - Analytical exposition
  - Report
  - Description
  - Narrative
18. “Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.”  
The underlined sentence expresses.....
- Argument
  - Agreement
  - Opinion
  - Certainty
  - Debate

**Text 6. Read the text carefully.****NEVER TRY SMOKING**

.....(28) people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day, they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

<http://englishahkam.blogspot.com/2012/09/>

19. The best article for (28) is...
  - a. a
  - b. an
  - c. a lot of
  - d. none
  - e. none of
20. Here are the results when people try to quit smoking, except...
  - a. Feel at ease
  - b. Choleric
  - c. Headache
  - d. Fear
  - e. Depression
21. What is negative effect of smoking?
  - a. feel at ease
  - b. enjoy
  - c. add to the excitement of life
  - d. inspiration
  - e. weak heart
22. From the text, we can conclude that ...
  - a. Smoking makes us at ease
  - b. Tobacco is the cause of a long list of nasty diseases, such as heart and lung

- c. Approximately 400,000 Americans die each year. That's one every 40 seconds from diseases related to tobacco.
  - d. Smokers can quit smoking easily
  - e. Smoking makes us smart
23. What social function of the text?
- a. to retell the story
  - b. to persuade the reader that something is should or not should be the case
  - c. to amuse the reader with humorous
  - d. to describe a something
  - e. to explain the reader with story

**Text 7. Read the text carefully.**

**Home Schooling**

Home schooling is an education system which provides child's main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

.....(25), the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since *it* is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide **them** opportunities to socialize with others.

*Adapted from: <http://www.idebate.org>*

24. What does the text tell us?
- a. Some complaints on home schooling
  - b. Children's complaints on home schooling
  - c. Ban on home schooling
  - d. The government's concern in home schooling
  - e. Some criticisms and suggestions on home schooling

25. The best conjunction for (25) is.....
- Next
  - After that
  - In addition
  - First
  - Above all
26. What do our children need to live in such big country?
- social awareness
  - creativity
  - financial support
  - computer skill
  - independence
27. Where do children get the sense of unity easily according to the text?
- In home schools
  - In their own home
  - In public schools
  - In their own community
  - In their own ethnic society
28. Considering the weakness of home schooling, what should be done according to the text?
- Parents should give them many social opportunities.
  - Parents should be able to tell them to study harder.
  - Home schools teachers should be able to teach social sciences.
  - The government must ban home schooling.
  - Parents should not have their children home schooled.
29. The word "*it*" in the last line of the 2<sup>nd</sup> paragraph refers to ...
- a social community
  - an ethnic group
  - a public school
  - home schooling
  - the government
30. The word "them" in the last line refers to ...
- The government
  - Parents
  - home schools
  - public schools
  - Children



**PROTOTYPE OF PRE-TEST**

1. E	11. D	21. E
2. A	12. C	22. B
3. C	13. D	23. B
4. B	14. E	24. E
5. A	15. D	25. D
6. B	16. D	26. A
7. D	17. A	27. C
8. E	18. B	28. A
9. B	19. C	29. C
10. C	20. A	30. E

### BLUE-PRINT OF READING COMPREHENSION (Try-out)

Students: Senior High School students, Grade XI, semester 2

#### A. Standard of Competence:

11. Comprehending the meaning of short functional text and essay in the form of a narrative, spoof and hortatory exposition in the context of everyday life and to access knowledge

#### B. Basic Competency:

11.2 Responding to the meaning of essay writing using a variety of language accurately, fluently and acceptable in the form of a narrative, spoof and hortatory exposition in the context of everyday life

No.	Genre	Indicators	Item Number	Total
1	Hortatory Exposition	Finding the main idea	2, 5	2
		Finding the topic	14, 24	2
		Identifying the specific Information	1, 4, 6, 8, 11, 20, 21, 26, 27	9
		Deducting the meaning of unfamiliar lexical items	7, 10, 13	3
		Making inferences	3, 9, 22, 28	4
		identifying references	16, 29, 30	3
		Critical reading	12, 18	2
		Identifying communicative function of the text	23	1
		Identifying generic structure of the text	15	1
		Identifying genre of the text	17	1
		Identifying determiner	19	1
		Identifying conjunction	25	1
	Total			30

## QUESTION SHEETS

**Subject** : English  
**Grade** : XI  
**Skill** : Reading  
**Text Type** : Hortatory Exposition  
**Day/Date** : -  
**Time Allocation** : 75 minutes

### Multiple choice Questions

Choose the best answer by crossing A, B, C, D, or E on your answer sheet. Keep the question sheets clean.

### Text 1. Read the text carefully.

#### Keeping dogs

There are many reasons for keeping dogs as pets in the city area, but many people feel that keeping pet dogs should not be allowed in the city. Dogs are often not taken care properly. They are kept in small backyards and rarely taken for walks. They are left in the yard all day by themselves while the family is at work. Very little attention is given to the dog and it is not a very good life for it. It is no wonder why these dogs bark and disturb the neighbors and become a nuisance to the community.

On the other hand, not all people treat their dogs this way and why should the people receive a lot of pleasure and enjoyment from dog's suffer? Dogs can make a lonely person's life happy or make wonderful playmate. It can also teach a child responsibility as they not only get to lay with the dog, but also need to exercise, feed, and care for the dog.

I feel that we should be allowed to keep dogs in the city, because if it is taken care of properly, dogs can be a great source of pleasure. As a child I used to enjoy playing and taking care of my pet. There is not greater loyalty a person can get than from a well-cared dog.

<http://englishahkam.blogspot.com/2013/11/>

1. The main idea of the last paragraph is ....
  - a. pet dogs are loyal animals
  - b. dogs can be a great source of pleasure
  - c. pet dogs are more loyal than humans
  - d. the writer used to play and took care of his pet when he was a child
  - e. the writer has no objection to keeping dogs in the city
  
2. Some people do not like the presence of pet dogs in their surroundings because ....
  - a. the dogs are left in the yards
  - b. the dogs are scary
  - c. the dogs play with the owner's child
  - d. the dogs often bark and disturb the neighbors

- e. the dogs guard the security of the environment
3. We can infer from the text that keeping pet dogs in the city will not cause any problem as long as ....
- a. its presence does not disturb the neighborhood
  - b. the dogs are amusing
  - c. the neighbors like having pet dogs
  - d. the dogs do not bark at the neighbors
  - e. the writer has succeeded in persuading the neighbors

**Text 2. Read the text carefully.**

**Muslim's Headscarf**

The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human right. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

Many Muslim women view the veil as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel comfortable doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgement call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where their children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilisations.

Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the different religious practise and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

*Adapted from [www.wikipedia.com](http://www.wikipedia.com)*

4. What does the text discuss?
- a. Muslim students

- b. Muslim headscarf
  - c. Muslim boarding school
  - d. Muslim life
  - e. Muslim community
5. Paragraph 4 tells us that banning on Muslim headscarf could ....
- a. arouse social conflict among social communities.
  - b. maintain solidarity among social communities.
  - c. teach students social awareness.
  - d. make Muslim women loose their identity.
  - e. provoke a more extreme reaction among highly religious communities.
6. “Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression” (paragraph 5). The sentence implies...
- a. Muslims freedom of religious expression may cause problems.
  - b. Schools should not be tolerant to any freedom of religious expression.
  - c. Schools are allowed to ban Muslim headscarf because it may cause problems.
  - d. Schools should not ban Muslims freedom of religious expression on any reason.
  - e. Many social conflicts arouse because of Muslims freedom of religious expression.
7. The word “veil” in paragraph 2 has similar meaning to ...
- a. Headscarf
  - b. Helmet
  - c. Glove
  - d. Napkin
  - e. Sock

**Text 3. Read the text carefully.**

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc.

A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioned above, protect your children with the following tips:

1. Limit television viewing to 1-2 hours each day.
2. Do not allow your children to have a TV set in their bedrooms.
3. Review the rating TV shows that your children watch.
4. Watch television with you children and discuss what is happening in the show.

(UN SMA IPA 2012)

<http://englishahkam.blogspot.com/2012/11>

8. Too much TV watching can possibly lead to some symptoms, *except*....
  - a. Overweight
  - b. hyperactivity
  - c. Frustration
  - d. low achievement
  - e. laziness
9. We know from the text that....
  - a. being aggressive can happen to children
  - b. adult can get overweight
  - c. too much watching TV causes stress
  - d. parents will protect their children
  - e. short of sleep duration cause overweight
10. The word disruption in the second paragraph is closest in meaning to...
  - a. Interference
  - b. Improvement
  - c. Restoration
  - d. Eruption
  - e. Allocation

**Text 4. Read the text carefully.**

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in system and implies respect for one another. However, it is one the many values that is not easy for our students to learn.

Inner discipline, one that comes from an understanding of the set rules and regulation, is the highest form behavior. Most excellent school tries to instill this with a loving environment. Why, even adults arrive late to meeting, work, etc. Here, we do not agree that late comers should be shut out. They can be given warnings, most of which are enough to make them try their best to reach the school on time latter .If this fails, invite the parent to school.

By Closing the gates, the school is behaving cruelly, to which we prefer not to expose our children. Every school has responsibility to implant good educational principle, but It should be in appropriate ways. Good schools create competitive students who can organize themselves effectively in society, so that everyone gets a quality life as a result of the ethics and values learned for as long as 12 years.

Children are precious and dependent on the adult for guidance. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

(Soal UN SMA/MA IPA 2011/2012)

<http://englishahkam.blogspot.com/2012/11/>

11. What should the school do if a student can't stop his/her habit to come late to school?
  - a. Punish him/her
  - b. Shut him/her out
  - c. Fail him/her
  - d. Talk to his/her parents
  - e. Try to understand him/her

12. What does the writer think to be “the highest form of behavior” (in the second paragraph)?
- Respect for one another
  - Not being late to school
  - Inner discipline
  - Understanding the regulations
  - Understanding the rules
13. “Children are precious and dependent on the adults for guidance.” The underlined word is closest in meaning to ....
- Excellent
  - Clever
  - Innocent
  - Valuable
  - Naive

**Text 5. Read the text carefully.**

**Old Enough?**

When a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children’s Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

<http://englishahkam.blogspot.com/2012/09/>

14. What does the text above talk about?
- When a person is old enough to be responsible for a crime
  - When a person is being punished for committing crimes
  - When children are too young to be responsible for a crime
  - When a person is too old to be responsible for a crime
  - When do teenagers realize the seriousness of their crimes

15. The part of the text which states what ought or ought not to happen is called.....
  - a. Thesis
  - b. Argument
  - c. Elaboration
  - d. Reiteration
  - e. Recommendation
  
16. “Teenagers these days are far more sophisticated than those in the past. The word “those” refer to....
  - a. Days
  - b. Teenagers
  - c. Laws
  - d. Children
  - e. Crimes
  
17. What type of genre does the text belong to?
  - a. Analytical exposition
  - b. Report
  - c. Hortatory exposition
  - d. Description
  - e. Narrative
  
18. “Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.”  
 The underlined sentence expresses.....
  - a. Agreement
  - b. Argument
  - c. Opinion
  - d. Certainty
  - e. Debate

**Text 6. Read the text carefully.**

**NEVER TRY SMOKING**

.....(28) people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day, they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

(Continued)



(Continued)

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

<http://englishahkam.blogspot.com/2012/09/>

19. The best article for (28) is...
  - a. a
  - b. an
  - c. none
  - d. a lot of
  - e. none of
20. Here are the results when people try to quit smoking, except...
  - a. Choleric
  - b. Headache
  - c. Feel at ease
  - d. Fear
  - e. Depression
21. What is negative effect of smoking?
  - a. feel at ease
  - b. enjoy
  - c. weak heart
  - d. add to the excitement of life
  - e. inspiration
22. From the text, we can conclude that ...
  - a. Smoking makes us at ease
  - b. Approximately 400,000 Americans die each year. That's one every 40 seconds from diseases related to tobacco.
  - c. Smokers can quit smoking easily
  - d. Smoking makes us smart
  - e. Tobacco is the cause of a long list of nasty diseases, such as heart and lung
23. What social function of the text?
  - a. to retell the story
  - b. to amuse the reader with humorous
  - c. to describe a something
  - d. to persuade the reader that something is should or not should be the case

- e. to explain the reader with story

**Text 7. Read the text carefully.**

**Home Schooling**

Home schooling is an education system which provides child's main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

.....(25), the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since *it* is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide **them** opportunities to socialize with others.

*Adapted from: <http://www.idebate.org>*

24. What does the text tell us?
  - a. Some criticisms and suggestions on home schooling
  - b. Some complaints on home schooling
  - c. Children's complaints on home schooling
  - d. Ban on home schooling
  - e. The government's concern in home schooling
25. The best conjunction for (25) is.....
  - a. Next
  - b. After that
  - c. In addition
  - d. Above all
  - e. First
26. What do our children need to live in such big country?
  - a. creativity
  - b. financial support
  - c. computer skill
  - d. independence

- e. social awareness
27. Where do children get the sense of unity easily according to the text?
- a. In home schools
  - b. In their own home
  - c. In public schools
  - d. In their own community
  - e. In their own ethnic society
28. Considering the weakness of home schooling, what should be done according to the text?
- a. Parents should be able to tell them to study harder.
  - b. Home schools teachers should be able to teach social sciences.
  - c. The government must ban home schooling.
  - d. Parents should give them many social opportunities.
  - e. Parents should not have their children home schooled.
29. The word “*it*” in the last line of the 2<sup>nd</sup> paragraph refers to ...
- a. a social community
  - b. a public school
  - c. an ethnic group
  - d. home schooling
  - e. the government
30. The word “them” in the last line refers to ...
- a. The government
  - b. Children
  - c. Parents
  - d. home schools
  - e. public schools

**PROTOTYPE OF PRE-TEST**

1. B	11. D	21. C
2. D	12. C	22. E
3. A	13. D	23. D
4. B	14. A	24. A
5. E	15. E	25. E
6. E	16. B	26. E
7. A	17. C	27. C
8. B	18. A	28. D
9. C	19. D	29. B
10. A	20. C	30. B

### BLUE-PRINT OF READING COMPREHENSION (Try-out)

Students: Senior High School students, Grade XI, semester 2

#### A. Standard of Competence:

11. Comprehending the meaning of short functional text and essay in the form of a narrative, spoof and hortatory exposition in the context of everyday life and to access knowledge

#### B. Basic Competency:

11.2 Responding to the meaning of essay writing using a variety of language accurately, fluently and acceptable in the form of a narrative, spoof and hortatory exposition in the context of everyday life

No.	Genre	Indicators	Item Number	Total
1	Hortatory Exposition	Finding the main idea	2, 5	2
		Finding the topic	4, 14, 24	3
		Identifying the specific Information	1, 8, 11, 20, 21, 26, 27	7
		Deducting the meaning of unfamiliar lexical items	7, 10, 13	3
		Making inferences	3, 6, 9, 22, 28	5
		identifying references	16, 29, 30	3
		Critical reading	12, 18	2
		Identifying communicative function of the text	23	1
		Identifying generic structure of the text	15	1
		Identifying genre of the text	17	1
		Identifying determiner	19	1
		Identifying conjunction	25	1
	Total			30

**APPENDIX D:**  
**STUDENTS'**  
**SCORES & SPSS**  
**ANALYSIS**

### STUDENTS' SCORES

NO	NIS	NAME	PRE-TEST SCORES	POST-TEST SCORES
1.	2771	ANGGIT EKA SEPTIANA	6.33	8.00
2.	2724	ANI RUSITA	5.33	8.00
3.	2702	ANI WIDIASTUTI	6.00	7.67
4.	2622	APRIANI FIRDAUS	6.00	8.00
5.	2748	APRILIA DWI HERMAWATI	5.00	8.00
6.	2641	ARIS JULIANTO	6.00	7.67
7.	2651	AYU RAHMAWATI	5.67	8.00
8.	2706	DENIK ASTUTI	6.33	8.00
9.	2773	DYAH PRASTIKASARI	5.33	7.00
10.	2701	ERMA AFRIANI DEWI S.	6.33	7.67
11.	2654	ESTI AINI	5.33	8.00
12.	2711	ETTI BELLA	6.33	7.33
13.	2627	FAIZA SEPTI ARIANI	5.33	7.67
14.	2628	FRIA BINTANG LISTIAWATI	7.33	8.00
15.	2712	INDAWATI	5.33	7.33
16.	2630	IRA RISTİYANTI	4.67	8.00
17.	2682	IRMA MAWARNI	6.67	7.67
18.	2616	JASCHA JAYA PRATAMA	5.67	8.00
19.	2743	MAHAS NUR ABIMANYU	4.33	8.00
20.	2631	MICHELLE YULTIANA P.	7.00	8.00
21.	2656	NEVA PERMATASARI	6.00	8.00
22.	2715	NINDITA PUSPO MAWARNI	6.33	8.00
23.	2632	NOFITA ANASTIA UTARI	7.00	8.00
24.	2784	RISA SUCI WAHYU SEJATI	6.33	8.00
25.	2785	RISMA MAHAR TANTI	4.67	8.00
26.	2699	RIZKI YUDISTIRA	4.00	7.00
27.	2786	SITI NUR AYU RATNASARI	5.67	7.67
28.	2661	SRIYATI	6.33	7.33
29.	2735	SUCI KARUNIA P.	6.33	7.67
30.	2672	TRI SULISTYANTO	6.00	8.33
31.	2722	YUSUF ARDHANI	5.00	8.00
32.	2740	YUYUN NUR HIDAYATI	3.33	7.33

## SPSS ANALYSIS

### Pre-test and Post-test Analysis

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	5.7281	32	.89353	.15796
	posttest	7.7919	32	.32531	.05751

### The result of the T-test for Equality Pre-test and Post-test

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-2.06375	.86022	.15207	-2.37389	-1.75361	-13.571	31	.000



**APPENDIX E:**  
**STUDENTS'**  
**WORKS**



Nama • Aris Julianto

Kelas = ♡ XI A 2

No Absen = 06

7,67

1	B	11 E	21 C
2	D	12 C	22 E
3	A	13 A	23 D
4	B	14 A	24 A
5	E	15 E	25 C
6	D	16 B	26 E
7	A	17 C	27 C
8	D	18 A	28 B
9	C	19 D	29 B
10	D	20 C	30 B





Nama : Suci W.P.S  
No Abs : 29  
Kelas : XI A

7.67

1. B

11. E

21. C

2. D

12. C

22. E

3. C

13. D

23. D

4. B

14. A

24. A

5. E

15. E

25. C

6. A

16. B

26. E

7. D

17. C

27. C

8. D

18. A

28. B

9. C

19. D

29. B

10. A

20. C

30. B





Nama : Anggit elu septiana  
 No : 01  
 Kelas : XI IPA 2.

8

- |                 |                 |                  |       |                  |                    |
|-----------------|-----------------|------------------|-------|------------------|--------------------|
| 1) B            | <del>6) D</del> | <del>11) E</del> | 16) B | 21) C            | 26) E              |
| 2) D            | 7) A            | <del>12) C</del> | 17) C | 22) E            | 27) <del>B</del> C |
| <del>3) C</del> | <del>8) D</del> | 13) D            | 18) A | 23) D            | <del>28) B</del>   |
| 4) B            | 9) C            | 14) A            | 19) D | 24) A            | 29) <del>A</del> B |
| <del>5) E</del> | 10) A           | 15) E            | 20) C | <del>25) C</del> | 30) B              |

Player 1: American  
Player 2: Ayu P

# Tic-Tac-Toe

Give advice for the problem in the picture. Draw an X or O over the picture when you make a sentence.  
Get 5 pictures in a row, in any direction, to win one point.

I have a headache	I don't have any money	I have no friends	I'm tired	I'm hungry	I'm wet from the rain	I'm sad	My clothes are dirty
I got a bad grade	I hit my friend	I'm bored	I feel sick	I'm always late for school	I can't read well	I can't speak English well	I want a good job when I'm older
I lost my soccer ball	I'm fat	I'm thirsty	I made my sister cry	I lost my money	My cell phone is broken	I want to go to France	My friend hit me
I'm lost	I'm thirsty	I'm always late for school	I can't speak English well	I lost my soccer ball	I feel sick	I made my sister cry	I hit my friend
I'm sad	I'm lost	I don't have any money	I hit my friend	I'm bored	My cell phone is broken	I'm hungry	My friend hit me
I got a bad grade	I'm tired	I can't speak English well	I want to go to France	I can't read well	I want a good job when I'm older	My clothes are dirty	I lost my money
I'm always late for school	I lost my soccer ball	I have no friends	I feel sick	I'm fat	I'm wet from the rain	I made my sister cry	I have a headache

Points

Player 1:

Player 2:

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Beginner Tic-Tac-Toe Game



# Tic-Tac-Toe

Give advice for the problem in the picture. Draw an X or O over the picture when you make a sentence.  
Get 9 pictures in a row, in any direction, to win one point.

I have a headache	I don't have any money	I have no friends	I'm tired	I'm hungry	I'm wet from the rain	I'm sad	My clothes are dirty
I got a bad grade	I hit my friend	I'm bored	I feel sick	I'm always late for school	I can't read well	I can't speak English well	I want a good job when I'm older
I lost my soccer ball	I'm fat	I'm thirsty	I made my sister cry	I lost my money	My cell phone is broken	I want to go to France	My friend hit me
I'm lost	I'm thirsty	I'm always late for school	I can't speak English well	I lost my soccer ball	I feel sick	I made my sister cry	I hit my friend
I'm sad	I'm lost	I don't have any money	I hit my friend	I'm bored	My cell phone is broken	I'm hungry	My friend hit me
I got a bad grade	I'm tired	I can't speak English well	I want to go to France	I can't read well	I want a good job when I'm older	My clothes are dirty	I lost my money
I'm always late for school	I lost my soccer ball	I have no friends	I feel sick	I'm fat	I'm wet from the rain	I made my sister cry	I have a headache

Points

Player 1:

Player 2: 1

Winning player is

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Beginner Tic-Tac-Toe Game

© Copyright 2011

# Tic-Tac-Toe

Give advice for the problem in the picture. Draw an X or O over the picture when you make a sentence.  
Get 5 pictures in a row, in any direction, to win one point

I have a headache	I don't have any money	I have no friends	I'm tired	I'm hungry	I'm wet from the rain	I'm sad	My clothes are dirty
I got a bad grade	I hit my friend	I'm bored	I feel sick	I'm always late for school	I can't read well	I can't speak English well	I want a good job when I'm older
I lost my soccer ball	I'm fat	I'm thirsty	I made my sister cry	I lost my money	My cell phone is broken	I want to go to France	My friend hit me
I'm lost	I'm thirsty	I'm always late for school	I can't speak English well	I lost my soccer ball	I feel sick	I made my sister cry	I hit my friend
I'm sad	I'm lost	I don't have any money	I hit my friend	I'm bored	My cell phone is broken	I'm hungry	My friend hit me
I got a bad grade	I'm tired	I can't speak English well	I want to go to France	I can't read well	I want a good job when I'm older	My clothes are dirty	I lost my money
I'm always late for school	I lost my soccer ball	I have no friends	I feel sick	I'm fat	I'm wet from the rain	I made my sister cry	I have a headache

Points

Player 1: August 2015

Player 2: Gail K. 95

POINTS

Player 1 : 1

Player 2 : 1



# Tic-Tac-Toe

Give advice for the problem in the picture. Draw an X or O over the picture when you make a sentence.  
 Let's go back in a row, in any direction, to win one point.

I have a headache	I don't have any money	I have no friends	I'm tired	I'm hungry	I'm wet from the rain	I'm sad	My clothes are dirty
I got a bad grade	I hit my friend	I'm bored	I feel sick	I'm always late for school	I can't read well	I can't speak English well	I want a good job when I'm older
I lost my soccer ball	I'm fat	I'm thirsty	I made my sister cry	I lost my money	My cell phone is broken	I want to go to France	My friend hit me
I'm lost	I'm thirsty	I'm always late for school	I can't speak English well	I lost my soccer ball	I feel sick	I made my sister cry	I hit my friend
I'm sad	I'm lost	I don't have any money	I hit my friend	I'm bored	My cell phone is broken	I'm hungry	My friend hit me
I got a bad grade	I'm tired	I can't speak English well	I want to go to France	I can't read well	I want a good job when I'm older	My clothes are dirty	I lost my money
I'm always late for school	I lost my soccer ball	I have no friends	I feel sick	I'm fat	I'm wet from the rain	I made my sister cry	I have a headache

Player 1: X

Player 2: O

**APPENDIX F:**  
**ATTENDANCE**  
**LIST**

### STUDENTS' ATTENDANCE LIST

NO	NIS	NAME	pre	20/3	27/3	3/4	10/4	post
1.	2771	ANGGIT EKA SEPTIANA	√	√	√	√	√	√
2.	2724	ANI RUSITA	√	√	√	√	√	√
3.	2702	ANI WIDIASTUTI	√	√	√	√	√	√
4.	2622	APRIANI FIRDAUS	√	√	√	√	√	√
5.	2748	APRILIA DWI H	√	√	√	√	√	√
6.	2641	ARIS JULIANTO	√	√	√	√	√	√
7.	2651	AYU RAHMAWATI	√	√	√	√	√	√
8.	2706	DENIK ASTUTI	√	√	√	√	√	√
9.	2773	DYAH PRASTIKASARI	√	√	√	√	√	√
10.	2701	ERMA AFRIANI DEWI S.	√	√	√	√	√	√
11.	2654	ESTI AINI	√	√	√	√	√	√
12.	2711	ETTI BELLA	√	√	√	√	√	√
13.	2627	FAIZA SEPTI ARIANI	√	√	√	√	√	√
14.	2628	FRIA BINTANG L.	√	√	√	√	√	√
15.	2712	INDAWATI	√	√	√	√	√	√
16.	2630	IRA RISTİYANTI	√	√	√	√	√	√
17.	2682	IRMA MAWARNI	√	√	√	√	√	√
18.	2616	JASCHA JAYA P.	√	√	√	√	√	√
19.	2743	MAHAS NUR A.	√	√	√	√	√	√
20.	2631	MICHELLE YULTIANA	√	√	√	√	√	√
21.	2656	NEVA PERMATASARI	√	√	√	√	√	√
22.	2715	NINDITA PUSPO M.	√	√	√	√	√	√
23.	2632	NOFITA ANASTIA U.	√	√	√	√	√	√
24.	2784	RISA SUCI WAHYU S.	√	√	√	√	√	√
25.	2785	RISMA MAHAR TANTI	√	√	√	√	√	√
26.	2699	RIZKI YUDISTIRA	√	√	√	√	√	√
27.	2786	SITI NUR AYU R.	√	√	√	√	√	√
28.	2661	SRIYATI	√	√	√	√	√	√
29.	2735	SUCI KARUNIA P.	√	√	√	√	√	√
30.	2672	TRI SULISTYANTO	√	√	√	√	√	√
31.	2722	YUSUF ARDHANI	√	√	√	√	√	√
32.	2740	YUYUN NUR HIDAYATI	√	√	√	√	√	√

**APPENDIX G:**  
**COURSE GRID &**  
**LESSON PLANS**

## COURSE GRID

School : SMA N 1 Pracimantoro  
Subject : English

Grade/ Class : XI/ IPA 2  
Semester : 2

Standard competence	Basic competency	Indicators	Learning materials	Learning activity	Assessment	Sources
11. Comprehending the meaning of short functional text and essay in the form of a narrative, spoof and hortatory exposition in the context of everyday life	11.2 Responding to the meaning of essay writing using a variety of language accurately, fluently and acceptable in the form of a narrative, spoof and hortatory exposition in the context of everyday life	<ul style="list-style-type: none"> <li>Students are able to identify the meaning of the certain words in the hortatory exposition text which is read.</li> <li>Students are able to identify the topic of the hortatory exposition text which is read</li> <li>Students are able to identify the generic structure of the hortatory exposition text which is read</li> <li>Students are able to identify the specific information included in the hortatory exposition text which is read</li> </ul>	Hortatory exposition texts, pronoun, modal, sequential words	<ul style="list-style-type: none"> <li>a. Presentation: presenting the material, relating the material to students' experience, and modeling in comprehending the text using think-pair-share technique.</li> <li>b. Practice: identifying the meaning of the words in the text, identifying the topics in the text, identifying the meaning of the words in the text, identifying the generic structure of the text, identifying the specific information included in the text,</li> <li>c. Production: Comprehending the text using think-pair-share</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions in group work and individually</li> <li>Performance in carrying out think-pair-share techniques</li> </ul>	<ul style="list-style-type: none"> <li>BSE books</li> </ul>

## LESSON PLAN

School	: SMA N 1 PRACIMANTORO
Subject	: English
Grade/ Semester	: XI/ 2
Time allocation	: 6x45'
Text Type	: Hortatory Exposition
Language Focus	: Reading
Standard of Competence	: 11. Comprehending the meaning of short functional text and essay in the form of a narrative, spoof and hortatory exposition in the context of everyday life
Basic Competency	: 11.2. Responding to the meaning of essay writing using a variety of language accurately, fluently and acceptable in the form of a narrative, spoof and hortatory exposition in the context of everyday life
Expected Character	: Being cooperative

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### A. INDICATORS

1. Identifying the meaning of the certain words in the hortatory exposition text which is read;
2. Identifying the topic of the hortatory exposition text which is read;
3. Identifying the specific information included in the hortatory exposition text which is read.

### B. LEARNING OBJECTIVES

At the end of this meeting, students are expected to:

1. be able to recognize formatting conventions of hortatory texts;
2. be able to identify and understand key information and action required within hortatory texts;
3. be able to develop the reading strategy of *think-pair-share*.
- 4.



## C. MATERIALS AND TASKS

### Text 1.

#### **We should preserve our Indonesian identity and culture.**

It is a shameful phenomenon when we deny our cultural root and abandon our identity to run after the blind imitation of Western cultures. That's why we must preserve our cultural identity for some reasons.

First, the concept of our identity and nationalism can never be ignored. Our history is the inspiration for our present and moral principles are the foundations of our desired civilization.

Second, western cultures may be morally destructive propagandists. They replace religious and moral principles with the absurdity of Western culture, which conflicts with our traditional and religious values.

Finally, the method of our imitation to the west must be in science, knowledge, seriousness and the determination to rush toward progress. Thus, a clear understanding of modernity is important in order to preserve our identity and culture.

Indonesian young generations are in charge to preserve the Indonesian culture and identity for future.

Source: <http://www.yementimes.com>

### **Task 1**

Read the the text above. In relation to the text, answer these following questions orally.

1. Have you seen this kind of text?
2. Where have you seen it?
3. What are they usually about?

### **Task 2**

Read the passage carefully. If you find some difficult words, find the meanings of those words by referring to dictionaries.

### **Task 3**

In relation with the text 1, try to understand this following concept:

#### **Definition:**

Hortatory exposition is a kind of text type that presents arguments or reasons to support the opinion. It is aimed to persuade the readers or listeners that something should or should not be the case. The difference of analytical and hortatory exposition is on the term of its generic structure in the last part that is called as reiteration in analytical and recommendation in hortatory exposition. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer's opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments. In short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purposes a suggestion in the end of the argumentation.

#### **Generic Structure:**

The generic structure of hortatory exposition is:

1. Thesis: it consists of the author's point of view, preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention.
2. A series of arguments to convince the audience: this part is significant to support about the thesis. Therefore, it needs some requirements. They are explained as follow;
3. Recommendation: statement of what should or should not happen or be done based on the given arguments.

#### **Language Features**

Common grammatical patterns in hortatory exposition include:

1. Abstract nouns, e.g. culture, etc.
2. Action verbs, e.g. value, etc.
3. Connectives, e.g. first, second, etc.
4. Modal auxiliaries: Should, ought to, had better

## **Text 2**

### **Helping Children Discover Their Own Identity**

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist them in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

What parents need to do is to respect the changes going on within their child's world, and respond appropriately to their changing needs. Here a close monitoring rather than control taking is essential.

This may sound like ideal advice; yet not all parents may agree with this. A parent who was raised in a democratic family atmosphere will certainly pass down the freedom he/she had enjoyed during childhood to his/her offspring. On the other hand, those who were brought up in a conservative and authoritative family will inculcate traditional values to their

children, restricting them by tightly abiding to what the parents believe to be the correct norms.

Clearly, a parent's family back-ground will, exert a considerable influence in helping his/her children to learn both formally and informally. It is more likely that parents will consistently follow the mind-set they adopted from their father or mother if they think that it is beneficial. Today's parents, however, need to be aware that not all values and norms that their parents implanted in them during their childhood are compatible with modern reality. Things have changed considerably, and parents should take this into account.

It might, for example, be felt less relevant to impose traditional control over their children's conduct about what they need to do to attain academic achievement. However, most parents still cling to this, acting as if they are omniscient and know perfectly what is best for their children.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

Parents also should not exercise too much authority so as to overprotect their children to develop their potential to the fullest. Parental intervention, if it is done in an improper manner, can do more harm than good.

If not in accord with children's interests, parents' excessive intervention is seen by children as something that inhibits rather than facilitates their academic excursions. Parents may probably not realize that their children simply want them to stay in the background and to provide whatever support and resources they need to venture out into the world.

This does not imply that intervention is not necessary. At the very young age when the influence of a peer group is extremely powerful, parents

need to intervene by setting a strong measure to help their children resist the pressure to behave in ways that do not meet family standards.

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

Evaries Rosita–Contributor/Jakarta

**Taken from** *The Jakarta Post*, March 9, 2008

#### **Task 4**

Together with your teacher, analyze the text 2 in terms of its purpose and its generic structure.

#### **Task 5**

Work Individually. Look back to the text 2 and answer these following questions.

1. What is the issue of the text?
2. What is the writer's recommendation for the parents?
3. What are the writer's views on parental guidance for children?

#### **Task 6**

Work in pairs. Share your thinking related to the answers of the questions with your pair.

**Task 7**

With your pair, come in front of the class, and share the results of your discussion.

**D. TEACHING METHODS AND TECHNIQUES**

**Methods** : Presentation, Practice, Production

**Techniques** : • Presentation  
• Question and answer  
• Pair work  
• Discussion

**E. TEACHING AND LEARNING ACTIVITIES**

No	Activities	Teaching Techniques
1	a. Pre-activities 1. Greeting. 2. Praying. 3. Checking the condition and attendance list. 4. Introducing the topic that will be taught. 5. Informing the goal of the learning.	Question and answer, Discussion
2	b. Whilst activities 1) Presentation 1. The teacher shows a hortatory text example. 2. The teacher explains the characteristics, the parts, and language elements hortatory texts. 3. The teacher introduces <i>think-pair-share</i> to students. 4. The teacher demonstrates each stage of <i>think-pair-share</i> technique. 5. The teacher leads students in practice each stage of <i>think-pair-share</i> technique.	Presentation  Discussion Pair work  Question-answer

	<p>2) Practice</p> <ol style="list-style-type: none"> <li>1. The teacher distributes another hortatory text.</li> <li>2. The students read the text.</li> <li>3. The students identify the characteristics, the parts, and language elements of the texts.</li> <li>4. The teacher and students discuss the students' results.</li> <li>5. The teacher gives some questions related to the text.</li> <li>6. The students think independently about the question that has been posed, forming ideas of their own.(Think)</li> <li>7. The students are grouped in pairs to discuss their thoughts.(Pair)</li> <li>8. The student pairs share their ideas with a larger group, i.e. the whole class.(Share)</li> <li>9. The teacher monitors the class discussion.</li> </ol> <p>3) Production</p> <ol style="list-style-type: none"> <li>1. The teacher leads the students to play bet game. This game is aimed to test each student's understanding about the text which has been discussed previously.</li> <li>2. The teacher distributes some another hortatory text including some written questions related to the text.</li> <li>3. The students read the text and answer the</li> </ol>	
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	<p>questions included.</p> <p>4. The students and the teacher discuss the answers of the questions together.</p>	
<b>3</b>	<p>Post activities</p> <ol style="list-style-type: none"> <li>1. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process, especially in using <i>think-pair-share</i> technique.</li> <li>2. Telling the students what has been learned as a reflection</li> <li>3. Giving conclusion of the materials learned</li> <li>4. Telling the students what is the material they are going to learn in the next meeting</li> <li>5. Praying and saying good bye</li> </ol>	<b>Question-Answer Presentation</b>

## **F. INSTRUMENTS**

1. LCD and laptop

## **G. SOURCES**

1. BSE books

## **H. ASSESSMENT**

1. Reading Comprehension Test

### **Text 3**

#### **Parents Need to Analyse International Schools**

What impressed me about my friends was their determination for their children to have, what they described as, "the best possible education that will give them good prospects for their future careers". What seemed sad and



disappointing was that they had concluded that this "best possible education" could not be accommodated and provided by the Indonesian schooling system.

It is quite amazing how many international schools are available in Jakarta now. With recent terrorist attacks and threats on Jakarta, many in the expatriate community have in fact been leaving Indonesia and yet there are still many international schools that, one would have assumed, are designated and targeted more exclusively to serve the expatriate community.

But times have changed and international schools are no longer there to exclusively serve the international community. More and more Indonesians are choosing international schools for their children's education. But, of course, these are the relative few in Indonesia today because after all international schools do not come cheap.

However, no matter what school a parent chooses to send his or her children to, care needs to be taken to assess the type and quality of education that is being offered. When it comes to international schools this is probably doubly important because there is a great expense that can be incurred to parents who are choosing an "international" education for their child.

But we should take care when we think or hear of that "international" label. Many parents quickly and easily enter into the belief that the label "international" is an instant ticket to quality education and better and international education in the future at the ages of college life. But this is not always the case.

There are many "international" institutes and educators highly capable as providers of what might be considered a superior education. But at the same time there are those institutes that do not necessarily live up to such standards and they offer an educational "service" that is neither worthy of the nametag "international" or the accompanying higher, if not extortionate, school fees.

My friend ultimately settled on an international school with a more fully developed campus site and a depth of curriculum and teaching staff that impressed them. Of course, this was an even more expensive proposition for them but they are fortunate to be able to afford the extra expense and of course look to it as a way of setting their minds at ease that they have made the right choice.

This, though, is the key conundrum for any and all parents. What is really the right choice of school for our children? In some quarters, mainly in the worlds of sales and commerce, the phrase "reassuringly expensive" is used to express the idea that the more you pay, the more likely you are to get something good.

Sometimes parents have the attitude that the school knows best and so they practically handover their child and the child's education to the school and the school system. This is not right though because so much of a child's education is naturally, or really should be, evolving from the home. Parents that just handover the educational responsibility to the school are really failing.

But also they may be failing and blinding themselves to the reality of what is really happening in school. International schools offer an option for education for the more financially secure of Jakarta. But the "international" labelling of a school should not blind the parents and reduce their analysis of what they are paying for. For the greater part better quality education should be at hand but only scrutiny and continuous checking will guarantee this.

People have obviously been very frustrated with the state of education in Jakarta and beyond and so this has led to a greater consideration of an international setting for children's education. But that setting should not be accepted on face value alone; the customer must check and the buyer must beware.

**Taken from** *The Jakarta Post*, December 18, 2004

**Read the text. Then answer these questions.**

1. Does the writer's friend think much about her children's education?
2. What made the writer impressed with his/her friend?
3. And what makes the writer sad and disappointed?
4. Are there many international schools in Jakarta?
5. Who is the target of international school firstly?
6. Do international schools charge high fees?
7. Is it easy to find a quality international school according to the text?
8. What is the meaning of the phrase "reassuringly expensive"?
9. What should parents consider when choosing an international school for their children?
10. Where should education naturally evolve?

**Find what the following words refer to.**

1. they (paragraph 1, line 3)
2. it (paragraph 4)
3. we (paragraph 5)
4. this (paragraph 5)
5. them (paragraph 6)

**Choose T if the statement is true and F if the statement is false.**

1. T – F The writer admired the friend's effort to find a quality school for her children.
2. T – F Indonesian schooling system has been able to provide "best possible education".
3. T – F International schools target for expatriate family.
4. T – F All international schools are expensive.
5. T – F Parents should beware of the label "international".

**Scoring Rubric**

<b>Scoring Subject</b>		<b>Score</b>
<b>Task Completion</b>	<b>Comprehensibility</b>	
Minimal attempt to complete the task	<50% of the answers for the questions are correct.	2
Partial completion of the task	50% - <75% of the answers for the questions are correct.	3
Completion of the task and adequately developed	75% - <100% of the answers for the questions are correct.	4
Fully complete the task	The answers for the questions are fully correct.	5

Maximum Score : 100

Score : Total score X 10

## 2. Form of character observation

No	Name	Character			
		Communicative			
		A	B	C	D
1.					
2.					
3.					
4.					
5.					
6.					
7.					
	Etc.				

Notes:

A : Very good

B : Good

C : Average

D : Poor

Approved by  
English Teacher

Pracimantoro, March 1<sup>st</sup>, 2014  
Researcher

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## LESSON PLAN

School	: SMA N 1 PRACIMANTORO
Subject	: English
Grade/ Semester	: XI/ 2
Time allocation	: 6x45'
Text Type	: Hortatory Exposition
Language Focus	: Reading
Standard of Competence	: 11. Comprehending the meaning of short functional text and essay in the form of a narrative, spoof and hortatory exposition in the context of everyday life
Basic Competency	: 11.2. Responding to the meaning of essay writing using a variety of language accurately, fluently and acceptable in the form of a narrative, spoof and hortatory exposition in the context of everyday life
Expected Character	: Being cooperative

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### A. INDICATORS

1. Identifying the meaning of the certain words in the hortatory exposition text which is read;
2. Identifying the topic of the hortatory exposition text which is read;
3. Identifying the specific information included in the hortatory exposition text which is read.

### B. LEARNING OBJECTIVES

At the end of this meeting, students are expected to:

1. be able to recognize formatting conventions of hortatory texts;
2. be able to recognize the use of should and shouldn't;
3. be able to identify and understand key information and action required within hortatory texts;
4. be able to develop the reading strategy of *think-pair-share*.

### C. MATERIALS AND TASKS

#### Dialogue 1.

Virga : Hi, Denias. You look so happy.

Denias : Hi, Virga. Yes, I'm very happy. I'm going to go to the museum in the city.

Virga : Really? That's great. Is there anything special there? Indonesian Should Promote Multiculturalism and Preserve Its Cultural Identity.

Denias : Yes, finally we can see a very wonderful statue which is returned home to Indonesia after a hundred years displayed in the Netherlands. The Dutch Government finally returned it.

Virga : That's wonderful. By the way, is the statue important for us?

Denias : I believe it is very important because it represents the evidence of the traditions and identity of our nation.

Virga : That's great. Tell me more.

Denias : The cultural treasure like the statue is also important to reveal the history of our ancestors. It can be easily understood only in its context. It is here, in Indonesia.

Virga : What is the benefit of such treasures for young generation like us?

Denias : I think that young generation must understand and then appreciate and learn about the significance of these artefacts. Therefore, the national culture and identity can be preserved within a long period of time.

Virga : What would you suggest, then?

Denias : The government should preserve the cultural treasures by demanding the return of the treasures to our country.

Virga : Let's go to the museum.

**Task 1**

Read the dialogue above. Form your own ideas about:

4. The importance of cultural treasure
5. The importance of cultural treasures for history of a nation
6. The importance of cultural treasures for young generation
7. The recommendation for the government

**Task 2**

Work in pairs. Share your ideas on task 1 with your pairs.

**Task 3**

With your pairs, share your ideas in front of the class.

**Task 4**

After having discussion about the dialogue with your classmates, decide whether the following statements are TRUE or FALSE according to the dialogue above. Correct the false ones.

1. Cultural treasures represent the evidence of the future of a nation.
2. The cultural treasure is meaningless in understanding the history of the ancestors.
3. The cultural treasure can be easily found everywhere.
4. Young generation should not understand and appreciate cultural treasures.  
It is not relevant to today's needs.
5. The government should not demand for the return of the treasures to Indonesia because it is not profitable.



### **Text 1**

#### **Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation**

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognise that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

Source: <http://www.idebate.org>

### **Task 5**

Together with your teacher, analyze the text 1 in terms of its purpose and its generic structure.

### **Task 6**

Work Individually. Look back to the text 1 and answer these following questions.

1. What issue does the author argue?
2. Why should Indonesian people raise the tolerance among them?
3. Why is it forbidden to make a judgement of comparative value of other cultures?
4. What is the benefit of a plurality of a nation?
5. What recommendation does the author propose?

### **Task 7**

Work in pairs. Share your thinking related to the answers of the questions with your pair.

### **Task 8**

With your pair, come in front of the class, and share the results of your discussion.

### Task 9

After having discussion about the dialogue with your classmates, decide whether the following statements are TRUE or FALSE according to the dialogue above. Correct the false ones.

1. Indonesia is a culturally-homogeneous country. Therefore, Indonesian should not appreciate differences among culture.
2. Although Indonesia is vulnerable to separation for its culture diversity, raising tolerance among people is unnecessary. Indonesian Should Promote Multiculturalism and Preserve Its Cultural Identity.
3. People are allowed to make judgments of comparative value of other cultures, since people have rights to do so.
4. Raising nationalism is not only to preserve unity of the nation, but also to occupy other nations.
5. Indonesian people must teach younger generation about the importance of the modernization and refuse cultural identity.

### Task 10

Try to understand this following concept:

**Should** is an auxiliary verb, a modal auxiliary verb. We use *should* mainly to:

- give advice or make recommendations
- talk about obligation
- talk about probability and expectation

### Structure of Should

subject + should + main verb

The main verb is always the bare infinitive (infinitive without "to").

	Subject	auxiliary verb	main verb
+	He	Should	go.
-	He	should not	go.
		shouldn't	
?	Should	He	go?

Notice that:

- **Should** is invariable. There is only one form of *should*.
- The main verb is **always** the bare infinitive.

### Task 11

Choose a verb to complete the sentences with *should* / *shouldn't*.

eat                      Stay                      go                      write                      stop

1. You know that cigarettes are bad for your health. You \_\_\_\_\_ smoking.
2. You never remember phone numbers. You \_\_\_\_\_ them down in a notebook.
3. You're tired all the time. You \_\_\_\_\_ up late on the internet every night.
4. I'm not surprised you don't feel well after all that chocolate. You \_\_\_\_\_ so much.
5. If you don't feel well, you \_\_\_\_\_ to the doctor.

**Task 12****Match the problems with the advice.**

- |   |  |
|---|--|
| 1. I can't stop coughing.                 | A. You shouldn't spend so much money on things you don't need. |
| 2. My credit card bill is terrible.       | B. You should go to bed earlier.                               |
| 3. I'm so worried about my exam.          | C. You should walk instead of driving.                         |
| 4. The price of petrol has gone up again. | D. You should try to relax more.                               |
| 5. I always feel tired in the morning.    | E. You shouldn't smoke so many cigarettes.                     |

**D. TEACHING METHODS AND TECHNIQUES**

**Methods** : Presentation, Practice, Production

**Techniques** : • Presentation  
• Question and answer  
• Pair work  
• Discussion

**E. TEACHING AND LEARNING ACTIVITIES**

No	Activities	Teaching Techniques
1	b. Pre-activities 1. Greeting. 2. Praying. 3. Checking the condition and attendance list. 4. Introducing the topic that will be taught. 5. Informing the goal of the learning.	Question and answer, Discussion
2	c. Whilst activities 1) Presentation	Presentation

	<ol style="list-style-type: none"> <li>1. The teacher reviews <i>think-pair-share</i> technique to students.</li> <li>2. The teacher demonstrates each stage of <i>think-pair-share</i> technique.</li> <li>3. The teacher leads students in practice each stage of <i>think-pair-share</i> technique.</li> </ol> <p>2) Practice</p> <ol style="list-style-type: none"> <li>1. The teacher distributes a dialogue of hortatory text.</li> <li>2. The students read the dialogue.</li> <li>3. The students form their own ideas about several statements provided by the teacher related to the dialogue. (Think)</li> <li>4. The students are grouped in pairs to discuss their thoughts.(Pair)</li> <li>5. The student pairs share their ideas with a larger group, i.e. the whole class.(Share)</li> <li>6. The teacher inserts a language feature of hortatory text which is about the use of modal should and shouldn't.</li> <li>7. The students do a worksheet about the use of should and shouldn't.</li> <li>8. The teacher leads the students to play a board game of tic-tac-toe about the use of should and shouldn't.</li> <li>9. The teacher distributes a hortatory text to the students.</li> </ol>	<p><b>Discussion Pair work</b></p>
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	<p>10. The teacher gives some questions related to the text.</p> <p>11. The students think independently about the question that has been posed, forming ideas of their own.(Think)</p> <p>12. The students are grouped in pairs to discuss their thoughts.(Pair)</p> <p>13. The student pairs share their ideas with a larger group, i.e. the whole class.(Share)</p> <p>14. The teacher monitors the class discussion.</p> <p>3) Production</p> <p>1. The teacher leads the students to play mysterious jackpots game. This game is aimed to measure each student's understanding about the use of should and shouldn't which has been discussed previously.</p> <p>2. The teacher distributes some another hortatory text including some written questions related to the text.</p> <p>3. The students read the text and answer the questions included.</p> <p>4. The students and the teacher discuss the answers of the questions together.</p>	<b>Question-answer</b>
<b>3</b>	<p>Post activities</p> <p>6. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process,</p>	<b>Question-Answer Presentation</b>

	<p>especially in using <i>think-pair-share</i> technique.</p> <p>7. Telling the students what has been learned as a reflection</p> <p>8. Giving conclusion of the materials learned</p> <p>9. Telling the students what is the material they are going to learn in the next meeting</p> <p>10. Praying and saying good bye</p>	
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#### **F. INSTRUMENTS**

2. LCD and laptop
3. Worksheets
4. Board game

#### **G. SOURCES**

2. BSE books

#### **H. ASSESSMENT**

2. Reading Comprehension Test

### **Text 2**

#### **Cultural Treasures Should Be Returned to Their Country of Origin**

Cultural treasures are important in the creation and maintenance of national identities. It represents the evidence of humans' origins and development, traditions and identity, artistic and scientific achievements. The treasures must be returned home to their place of origin based on the following reasons.

First, cultural treasures should be displayed in the context in which they originated; only then can they be truly understood. Display of cultural treasures outside the country origin also turns modern citizens of those ancient regions unable to appreciate or look after their great artistic heritage.



Second, cultural treasures are crucial to the sense of certain people spirituality. They are spiritually anchored to most of these treasures. Some cultural treasures have religious and cultural associations for the area from which they were taken. To the descendants of their creators it is offensive to see aspects of their spirituality displayed for entertainment.

Thirdly, treasures from some cultural cite were often acquired illegally, for example through looting in war, under the force of imperial force, or by bribing officials to ignore the carrying away of sculptures from monuments they were meant to be guarding. Moreover, the fact that these cultural treasures were stolen means they need to be returned to their rightful owners.

Finally, cultural treasures are a very important part of culture and identity of a particular nation. Generations will grow up to appreciate and learn about the significance of these artefacts. The past is very important. That is why people study history as a subject. There is no doubt on the importance of these cultural treasures to its people. Therefore, the government should preserve the cultural treasures and demand the return of the treasures to the place of origin.

*Sources:* [http:// www.idebate.org](http://www.idebate.org) <http://pcwww.liv.ac.uk> <http://cpprot.te.verweg.com>

**Taken from** *The Jakarta Post*, December 18, 2004

**Read the text. Then answer these questions.**

1. What issue does the author argue?
2. What is the importance of cultural treasures for the origin country?
3. Why should cultural treasures be displayed in the context?
4. What is the relationship between cultural treasures and the spirituality of a nation?
5. What is the important of cultural treasures for young generation?
6. What recommendation does the author propose?

**Scoring Rubric**

Scoring Subject		Score
Task Completion	Comprehensibility	
Minimal attempt to complete the task	<50% of the answers for the questions are correct.	2
Parhtial completion of the task	50% - <75% of the answers for the questions are correct.	3
Completion of the task and adequately developed	75% - <100% of the answers for the questions are correct.	4
Fully complete the task	The answers for the questions are fully correct.	5

Maximum Score : 100

Score : Total score X 10

**2. Form of character observation**

No	Name	Character			
		Communicative			
		A	B	C	D
1.					
2.					
3.					
4.					
5.					
6.					
7.					
	Etc.				

Notes:

A : Very good

B : Good

C : Average

D : Poor

Approved by  
English Teacher

Pracimatorio, March 1<sup>st</sup>, 2014  
Researcher

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# Tic-Tac-Toe

Give advice for the problem in the picture. Draw an X or O over the picture when you make a sentence.  
Get 5 pictures in a row, in any direction, to win one point.

Parents

Player 1:

Player 2:

I have a headache	I don't have any money	I have no friends	I'm tired	I'm hungry	I'm wet from the rain	I'm sad	My clothes are dirty
I got a bad grade	I hit my friend	I'm bored	I feel sick	I'm always late for school	I can't read well	I can't speak English well	I want a good job when I'm older
I lost my soccer ball	I'm fat	I'm thirsty	I made my sister cry	I lost my money	My cell phone is broken	I want to go to France	My friend hit me
I'm lost	I'm thirsty	I'm always late for school	I can't speak English well	I lost my soccer ball	I feel sick	I made my sister cry	I hit my friend
I'm sad	I'm lost	I don't have any money	I hit my friend	I'm bored	My cell phone is broken	I'm hungry	My friend hit me
I got a bad grade	I'm tired	I can't speak English well	I want to go to France	I can't read well	I want a good job when I'm older	My clothes are dirty	I lost my money
I'm always late for school	I lost my soccer ball	I have no friends	I feel sick	I'm fat	I'm wet from the rain	I made my sister cry	I have a headache

Beginner Tic-Tac-Toe Game

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# TEACH-THIS.COM

## What should I do?

<p>You are having lunch with an old friend from school when your jealous boyfriend/girlfriend walks in.</p>	<p>You forgot your boyfriend/girlfriend's birthday, and now he/she is outside your door.</p>
<p>You have a terrible memory. You forget absolutely everything.</p>	<p>You are a Shopaholic. You can't stop buying clothes.</p>
<p>Your car runs out of gas at 2:00 a.m., and you have no money with you.</p>	<p>You have left your books on the bus.</p>
<p>You have ruined your sister's favourite shirt by getting ink on it.</p>	<p>You have a ghost in your house.</p>
<p>You did your homework, but your dog chewed it up. You don't think the teacher will believe you.</p>	<p>You can't stop watching television. Yesterday you watched television for ten hours!</p>
<p>Your doctor has just told you that you only have twenty-four hours to live.</p>	<p>You have an exam tomorrow and you haven't done any revision.</p>
<p>You can't stop sneezing!</p>	<p>You have lost a library book.</p>
<p>You are in love with two people.</p>	<p>Your dog won't stop barking.</p>

# **APPENDIX H:** **PHOTOGRAPHS**





Picture 1: The students were doing pre-test



Picture 2 & 3: The students were in the *think* stage



Picture 4 & 5: The students were in the *pair* stage

Picture 6 & 7: The students were in the



*share* stage





Picture 8 & 9: Students were learning in groups  
Picture 10 & 11: The students were playing *tic-tac-toe* game





Picture 12 & 13: The students were arranging a jumbled text



Picture 14 & 15: The students were playing *mysterious jackpot* game